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THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 108, NUMBER 6

JUNE, 1944

In This Issue: NINE ARTICLES ON WAR AND POSTWAR EDUCATION

Royal
on duty with the boys
at CHOW!



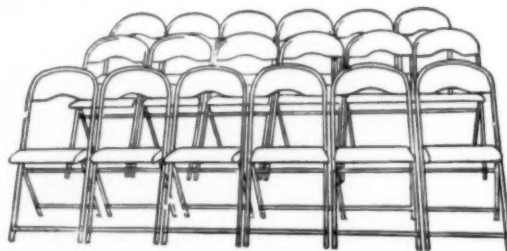
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THE AMERICAN School Board Journal

A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."

Member, Audit Bureau of Circulations.

SCHOOL HOUSEKEEPING 3 R'S

Under wartime limitations, allotments and priorities, school administrators are now confronted with many serious and difficult problems in the important annual work of *renovation, repairs, and replacements*. Pending major reconversions that must wait until victory is apparent in Europe, very little or no change in the limitations on school goods imposed by the war can be expected.

Obviously, the annual rehabilitation of the school plant is essential to the efficient operation of the school system, and necessary work cannot be delayed. The 1944 rehabilitation situation, while involving many difficult problems, can be most successfully accomplished through the close cooperation of school authorities, manufacturers, and distributors of school goods.

Renovation of school buildings is largely a problem of labor. Leading manufacturers in this industry, giving special attention to schools, have maintained their service to schools on a high level of efficiency. The aid and guidance of these firms in the job of renovating the school plant will prove most valuable in solving this problem. Essential materials for doing the job are available, and while the war has made necessary substitutions, the products of the responsible manufacturers can be depended upon.

Repairs involving a very extensive use of materials or equipment presents a more difficult problem. Priority orders, however, are favorable to the making of necessary school repairs, especially in eliminating hazardous situations. Here, too, the close cooperation of your regular sources of supply provides the very best solution.

Replacements of operating equipment or their essential parts are recognized by the WPB in their limitation orders, and high priorities are usually available. Here again the manufacturer or his representative in your area can be of most help in securing the necessary requirements.

The time element, however, must be taken into consideration in every detail of this summer rehabilitation work. Unless you are already in touch with your regular sources of service, take up your rehabilitation problem with them immediately. Your past dealings with responsible sources of supply will pay big dividends in carrying on your school housekeeping 3 R's.

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BIND YOUR JOURNAL

Several thousand school executives bind their files of the *School Board Journal* for permanent reference. For quickly finding subjects, authors, and titles a "Title Page and Index" to Volume 108, January to June, 1944, has been prepared. A post card addressed to Bruce — Milwaukee, P. O. Box 2068, Milwaukee 1, Wis., will bring a copy.

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THE AMERICAN School Board Journal

Volume 108, No. 6

JUNE, 1944

Subscription, \$3.00 the Year



COMMUNITY SUPPORT OF THE BOARD OF EDUCATION IS ESSENTIAL
FOR THE FUTURE OF AMERICA

Leadership and Its Acquisition—4

PERSONAL INFLUENCE

Allan A. Smith¹

We believe that one who aspires to be a leader of youth should have first of all, character—that subtle and indefinable quality which is finer than the finest deeds, greater than the greatest facts, which includes, but transcends honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto.—*From Code of Ethics, National League of Teacher's Associations.*

Perhaps, you have seen the device called the teletouch. It lights up a store window after night when a beam is intercepted by a passing pedestrian. You can imagine the thrilling effect when the window suddenly lights up in response to your passing. There are different types of leadership. Some people think that personality traits are most important; others believe in the specificity of leadership in that successful leaders must have a special situation in which traits will function. However, human teletouches or magnetic personalities can change a commonplace, prosaic atmosphere into one of enthusiasm, cooperation, and interest.

The cornerstones of such a personality are a cultivated mind and an abiding, consistent philosophy of usefulness. It is essential to live intelligently, because an ignorant person is never magnetic. The motto of a Roman gentleman is apropos: "Nothing human shall be foreign to me."

Influence of Good Men

William James of Harvard said once: "The difference between a good man and a bad one is the choice of a cause." Emerson tells us that "Every true man is a cause, a country and an age." He illustrates his thought in this way: "A man, Caesar, is born and for ages after we have a Roman Empire." Again, Emerson tells us that "an institution is the lengthened shadow of one man." A Boston daily once said that whenever Phillips Brooks went down town the whole neighborhood brightened. Men felt their hearts warm as if the sun had broken through the murk and the dim alleys of the city. These illustrations show the value of life in its relations. What the individual is and does affects profoundly the quality and the progress of the race.

Think of the influence of one word. Once uttered, it goeth forth into the ears of those who hear, or on the wings of the printed page, flies to the utmost ends of the earth and to the end of time, and can never be recalled. Thus it is literally true that by our words we shall be justified and by our words we shall be condemned.

¹Purdue University, Lafayette, Ind.

Radiation of Influence

M. Besson states that the activity of radium is such that it is spontaneously luminous in the dark. This luminescence does not arise, like that of phosphorus, from oxidization of the body, but is due to a continuous emission of electrified particles. The charge carried by these particles is enormous, but their mass is so small that the loss of weight is only about one milligram in 100,000,000 years. So influence radiates from us to other lives.

General Havelock, when questioned concerning the secret of his unique influence over the brave soldiers of his regiments, answered: "I keep close to them; I come personally into contact with each man and know the name of every individual." Here is the secret of potent leadership. Followers cannot be influenced for good while they are kept at arm's length.

At least three factors enter into the achievement of a personality that touches lives:

1. *Imagination.* Great living starts with a picture held in some person's imagination of what he would like someday to do or be. Theodore Roosevelt illustrated that kind of imagination when, a sickly lad, he visualized himself a lusty man. The right use of imagination enters into all great personalities.

2. *Common sense.* Nothing can take the place of that trait. Common sense is, of all kinds, the most uncommon. It implies good judgment, sound discretion, and practical wisdom applied to common life. If common sense has not the brilliancy of the sun, it has the fixity of the stars. It is common sense that holds us steady when tempted to fly off at a tangent. Great unhappiness is caused by boys who would make excellent machinists imagining themselves senators.

3. *Courage.* Life is not easy, and nothing can make it easy. Real personalities always have the faith that produces courage. It pays to be high minded in character, even if external plans do not materialize.

Personal influence is proportional to the traits of a magnetic personality which are: friendliness and sympathy; a joyous attitude toward life; dignity, by which is meant absence of cheapness, vulgarity, or servility; self-reliance; earnestness; idealism.

What We Give, We Get

High up in the Rocky Mountains, on the edge of a great forest, there lived a



Miss Mary E. Dillon
President-elect, New York City board of education,
New York, N. Y.

Miss Dillon, who is president of the Brooklyn Gas Company, and who has been a member of the board of education since 1939, has been elected unanimously to succeed Mr. Ellsworth B. Buck as head of the largest school system in the United States.

In accepting the presidency, she announced that the board will continue, under her leadership, to lead on general policies, leaving the professional details to the superintendent and his staff. The war and postwar world will bring rapid changes into the social scene, and the board of education must provide leadership in planning to prevent an educational lag in meeting the changes.

little boy with his mother. One day, for some misbehavior, she punished him severely. And the child, in temper and rebellion, called out, "I hate you, I hate you, I hate you," and ran away into the forest crying out, "I hate you, I hate you, I hate you!" He came to a great ravine, and trembling in rage, repeated the same words. An echo came back with the same words. He was very frightened and ran home and told his mother about the bad man saying "I hate you." The good mother took her son to the ravine and asked him to cry out, "I love you, I love you, I love you." The echo of the same words came back clearly and sweetly. The mother said to the son, "My son, that is the law of life. What you give, you get." That is the law of business, of society, of all human activities. What we give, we get.

George Eliot has expressed very fittingly the necessary personal touch of a gifted leader in these lines:

May every life that touches mine —
Be it the lightest contact —
Get there from some good;
Some little grace; some kindly thought;
One aspiration yet unfelt;
One bit of courage
For the darkening sky;
One gleam of faith
To brave the thickening ills of life;
One glimpse of brighter skies
Beyond the gathering mists —
To make this life worth while
And heaven a surer heritage.

¹Stan

Civil Liberties: A Wartime Problem of the Schools

John C. Almack¹

The term "civil liberties" has reference to the recognized and established rights of citizens. Since these rights exist in law, they are not identical in all countries. In free nations, civil rights cover a wide range. In absolute and despotic countries, they are few—so few as to be almost nonexistent.

Throughout the history of mankind, the best aims of education and of other social institutions have been designed to increase individual freedom under the law and to oppose its undue restriction.

War periods are not usually favorable to the extension of freedom. On the contrary, though wars may be fought for civil rights, in war times, government and society tend to restrict freedom of the individual and to verge toward the despotic and arbitrary. Although fear is in a large sense responsible for this shift, the restrictions are defended on the ground of necessity. In the interests of unity, the individual submits.

A knowledge of the rights and privileges which belong to the individual because he is a citizen afford some protection against intemperate mass action and official tyranny. In general, the emphasis must be upon literal civil rights, and not upon theoretical rights. In a land which has been accustomed to the doctrine of individual freedom, there is a considerable margin between what the law guarantees and what the community or the larger group will tolerate. To know what these limits are and to keep within them is to act with prudence, intelligence, and patriotism.

The great source of knowledge of the civil rights of the American citizen is the Constitution of the United States. Its principles are made concrete and operative through laws of congress; and the interpretation and definition are a function of the supreme court. National rights are reinforced and often extended by state constitutions, and made a part of social process by state laws, *provided* their provisions accord with federal laws or are outside of the jurisdiction of the federal courts.

For purposes of emphasis and to illustrate the concepts which have been stated, certain of the great civil liberties granted and guaranteed to all our citizens by the constitution are cited herewith. It is to be noted again that *civil rights* are the property of citizens, not of aliens. The legal rights of the latter while in this country are limited by treaty agreements and by

relations between this country and the motherland.

The legal rights of aliens may be suspended, if such persons come into the category of "enemy aliens." It is also to be noted that certain civil rights may be suspended "when the public safety may require it," and as it may in times of war and invasion. This is true of the right of *habeas corpus*. The mention of this right gives point to the statement that access to the courts is essential in maintaining civil rights, but discretion in wartime may help prevent the supersession of martial law.

Significant American Rights

Here are some of the most significant civil rights of Americans, all guaranteed:

1. The right to the writ of *habeas corpus*
2. The right to live under a republican government
3. The right to be secure against invasion and "against domestic violence"
4. The right "of the people to keep and bear arms"
5. The right "of the people to be secure in their persons, houses, papers, and effects . . . shall not be violated"
6. The right to "a speedy and an impartial trial by an impartial jury" in "all cases"
7. The right to privacy, for "No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law"
8. "No person . . . shall be deprived of life, liberty, or property without due process of law . . ."

One of the greatest sections of the constitution is to be thought of as the charter of freedom, for it safeguards liberty of speech, press, assembly, petition, and religion against congressional action. "Congress shall make no law respecting an establishment of religion, or prohibiting the exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

The constitution particularizes, and this fact gives the states the privilege of increasing civil rights. As a result, some states offer more freedom than others. "The enumeration of certain rights in the Constitution shall not be construed to deny or disparage others retained by the people." This provision makes possible a vast extension in the list of civil rights to be enjoyed by the citizens of the more liberal and progressive states.

Education in the rights of American citizens should be pushed vigorously in war times as in peace times. This is more than reading and memorizing these rights. It means knowledge of the rights, an understanding of the conditions and needs out of which they grew, comprehension of their relations to individual happiness and welfare, appreciation of their significance in society, and a willingness to persist in their defense. It should not be necessary to wait until one's own rights have been infringed upon to get awareness of the importance of safeguarding the rights of all from trespass.

However, wartime pressure upon the individual may awaken such understanding. Take, for illustration, the old principle that "a man's house is his castle," a principle which has been implemented in America by the constitutional provision that a man has right to be secure in his house from search and the seizure of his goods. The history of the origin of this principle, of its defense by Americans in the war of the revolution, and of recent threats against it by war measures and executive acts makes it alive and of supreme significance to every household. A man's sugar bin is as sacred as his money chest.

This makes evident that current events which bear upon and are related to civil rights are a vital part of the elementary and secondary school curriculum. The consideration given them should be more than a mere recital of the facts. They should be related to the conditions which have produced the events; the personalities which have brought them into the social process; the principles and laws which restrict or authorize the exercise of the powers that will make them effective in life; and finally, such events should be regarded over a period of time sufficiently long to warrant a conclusion as to trends.

The Danger of Absolutism

The reason for this last is evident. Absolutism is like certain diseases: it manifests itself so gradually and covers its symptoms so well, that the body politic may be injured beyond recovery before it is brought significantly to the notice of those who can and will do something about it. In America *those who can and will* are the citizens.

Since the suggestion has been made that in teaching civil rights, more than the mere fact of the law be offered, it is easy to deduce that any and every field of knowledge that has relevance to the objective of personal liberty, should be brought into

¹Stanford University, California.

the program of study and action. The sources of material are abundant; they are found in history, literature, art, oratory, religion, and certainly in the history of science.

A review of the history of educational and social objectives reveals that every era, age, and generation has attempted to objectify them in terms of ideal personages. In the early days of a nation or society when the people were setting the foundations of the new structure and in times of stress and danger, the loyal member of that society — the *citizen* — stood first. As security became less a matter of concern, a leader of one type or another personified the ideal. Thus we have seen a succession of "types": the *philosopher* of Plato's times; the *statesman* of the time of Cato; the *priest* of the centuries of the Church; the *knight* or *gentleman* of the age of chivalry; the *scholar* of the Middle Ages; and in tribute to our more complex age, the multitypes of today.

In all these eras, no ideal has appeared that is nobler or more worthy of serving as the personal objective of the *free school* in the *free society* than the ideal of the *free man*.

Along with instruction and education in civil rights should go intelligent practice of duties. This was the idea stated in the English poem of a century ago in answering the question, "What constitutes a State?"

Men, high-minded men!
Men who their duties know,
But know their rights,
And knowing dare maintain. . . .
These constitute a state.

Group activity in citizenship is the method of such education. It requires high regard for the rights of others, knowledge of one's own duties and fidelity in their performance, vigilance and courage in maintaining one's own civil rights, and union with others to protect the personal liberties of all. Through the study of history, of comparative government, and especially through the study of ethics, young people and adults may learn of other desirable personal rights and of how to secure them.

There is greater likelihood that the civil rights of adults will be infringed than that the personal rights of school children will be molested, for the reason that the issues which bring restrictions into being apply first to grownups. When such issues appear and arise, the first duty of the educator is to counsel moderation. Democracy is not a way of arousing distrust, of exciting hatred and struggle, of depreciating the achievements of the past and of other groups and societies. It is a way of building unity.

Wisdom of Moderation

Follett points this out clearly in her discussion of "Creative Experience." "A

conference," she says, "should not merely record differences of opinion, nor should it be a fight, with the vote registering the outcome of the struggle, but a sincere attempt to find agreement." Policies and issues may be presented in such a way that people do not have to take a for or against position. "It is this attitude (for or against) which causes conflict," says Follett.

Documents which treat of force and violence in extreme form reveal well the wisdom of balance and moderation. Force may be described here as the use of extra-legal or illegal means to put into effect the will of the majority; violence as rebellion and revolution for the purpose of overthrowing the government or any other social institution. The vigilantes and vigilanteism illustrate the use of force; while syndicalism illustrates violence, whether in seizure of power, property, or privileges contrary to law. Both contravene civil rights.

Neither force as defined, nor violence as described can be assigned a rationally limited place among humane and civilized people, for both are essentially the negation of reason and the control of emotion. A state of war stimulates emotional outbursts because of its iron discipline, its extraordinary restraints, and its (generally) centralized organization. For the school to provide numerous approved avenues for emotional expression, and to safeguard the health and welfare of children and adults, to cultivate courage, self-control, and persistence in the face of defeat is to aid in avoiding fear and its consequences in misguided and irrational mass conduct.

Violence and agitation have been the weapons of malcontents of all ages. "The proletarian laudation of violence as a means to peace and perfection," says Coker, "is an echo of and an inheritance from the bourgeois revolutionary parties of the eighteenth and nineteenth centuries." The results of late years in Russia refute the contention that proletarian violence or any other kind, "being in the nature of war, will be conducted according to the rules of war, which undertake to protect noncombatants and defeated antagonists."

Good organization of the friends of civil rights is another means of protection. To be respected and effective, it must be free from suspicion that it is serving as a screen for projected force or violence. To achieve this standing, it should (a) make public its purposes and the names of its officers, (b) conduct its meetings openly, (c) publish its minutes and proceedings, (d) account openly for its funds, (e) avoid partisanship, and (f) maintain no affiliations which are subversive or connected with subversive societies.

In carrying out the educational program, educators need to realize their special responsibilities and the reasonable range of their authority and function. The very

refusal of the United States "to grant titles of nobility" is evidence of opposition to special privileges to anyone. Teachers and administrators have the rights of other citizens and no more. They would scorn to accept benefits to which all are not admitted. They are not exempt from taxes, military service, or any law. They appeal to the same courts for justice as do other citizens.

Academic Freedom

This signifies that in free America the old claims to "academic privilege" which characterized the teachers of the Middle Ages are invalid. The essence of academic freedom today in America consists in recognizing the tentative right of the college and university teacher to search for, teach, and publish the truth in the field in which he has proved competence, and in which he has been selected to exercise this privilege. In all cases, he is limited by the terms of his election to the position, the principles of the institution, the terms of his contract, and to the legal and properly constituted authority under which he fulfills his special function.

An educational institution should confer upon its personnel the powers necessary to carry out the function to which they were appointed, but it is one thing to furnish him the means to fulfill a function which it approves, and another thing to furnish him means to use *carte blanche*, as his own wishes and ideas of value and will may dictate. In the first case, we are creating an objective right bound to a function; in the second case, a subjective power which may be exercised in an arbitrary way in opposition to the general welfare and contrary to the public will.

This consideration leads to the conclusion that "society ought never to allow power to anybody except when it is attached to a defined and limited function."

The weight of this principle should not be ignored now. At this time, when pressure for unity outweighs all others, it is not hard to confer subjective powers to leaders. After the emergency is over, or at any time the occasion permits, a type of official is produced like Hitler, Mussolini, Stalin, or the self-denominated Liberal, who believes himself responsible to his own will, or to that imaginary creation without realistic counterpart, which he calls the State, for the use of the powers he has usurped.

"Either we submit to action which is just, kind, and true," says Maetzku, "or we have to submit to the tyrant."

The method of establishing and maintaining civil rights is definite enough. "There are lovers of freedom who proceed in exactly the way the scientist would approve: who take nothing for granted; who vitiate their arguments by no assumptions, but who study the facts of social life, and from them derive the lesson that civil rights is the mother of order and progress."

The Role of Industrial Education in the Postwar Period*

Walter H. Magill

On July 1, 1940, funds appropriated by Congress for the emergency war-training program were made available for use by school districts, and public school industrial education was thereby handed the outstanding opportunity in its history. The war emergency caught the schools unprepared, as it caught all other agencies of our national life.

In consequence, considerable hesitation, confusion, and inefficiency resulted in the early days of the war-training program. With time, however, the schools have risen handsomely to the opportunity. According to figures of the United States Office of Education, over six million war-production workers have been given training in emergency training classes. This is estimated to be one quarter of the total number of industrial warworkers at the period of peak production and is in addition to those trained in the regular industrial-education classes of the schools.

A corresponding opportunity for service, differing in character but comparable in significance, will be presented by the re-conversion of war production to peacetime uses. The opportunity has not developed as yet but is likely to come in overwhelming volume with the approach of peace, and it

is not too early for school administrators to begin to lay plans for their contribution to the emergency, if they are not again to be caught unprepared. These plans can be greatly aided by a review of the experience gained from the war-production program.

The War-Training Achievement

The war-production training achievement is but one aspect of a production miracle which has been performed within our country during the past three, principally the past two, years. The advent of war, unexpected as it was, found us almost entirely unprepared for the gigantic task of armament which it thrust upon us. We were possessed of tremendously powerful producing units, generally recognized as the most powerful of any nation, but they had never been put to a test of their capabilities, and no one knew what they could be made to do in an emergency. Engaged in the production of peacetime commodities; committed by habit and by law to a competitive relationship with each other which wasted much energy in intense competition between gigantic units, more through endless competition between management and labor; only partly recovered from the greatest depression which the nation had ever suffered, the nation's industries were called upon to transform themselves overnight into a gigantic, nationwide, cooperative enterprise for the

production of war goods. In the face of the obstacles to this conversion and in view of the impotence of our productive organizations during the years of the depression, our Axis opponents held up to ridicule the inefficiency of democracies and openly declared that the transformation to war production could not be effected, that the war would be lost to us before we could make the change.

Then Japan made the fatal mistake of attacking Pearl Harbor. A shocked and outraged nation was galvanized overnight into unity and aggressive action. At the call of the government, producers forgot their differences and pooled their facilities in an all-out effort; labor unions agreed to forego their right to strike, and civilians offered their services wholeheartedly for war production and for other services. Then the miracle, the greatest production miracle the world has ever seen, began to take place. On May 10, 1941, President Roosevelt announced that we would produce 50,000 military airplanes per year to subdue the Axis. Since we were then producing but 10,000 per year, for the most part of civilian types, Hitler jeered and our own wiseacres smiled indulgently. In 1942 we produced 48,000 military planes, more than the total of all planes we had produced during the preceding 23 years and more than the combined production rate of the three Axis powers. We are

*The present paper is an abstract of an address before the Pennsylvania County Superintendents' Association, during the Schoolmen's Week, University of Pennsylvania, Philadelphia, March 23, 1944. Dr. Magill is professor of vocational education at the University.



The American vocational schools contributed to the preparation of six million men and women war workers. American vocational teachers taught soldiers and sailors the technical knowledge and skill which have been so important in winning the war. The experience of the vocational teachers in the civilian and military areas must be utilized to the full after the war.

now producing at the rate of well over 110,000 per year, and most of the present models were not even in the design stage in 1940. Similar results were achieved in all of our major lines of production, so that in 1943, in addition to producing \$90,000,000,000 worth of civilian goods, more than in any previous year of our history, we have produced \$80,000,000,000 worth of war materials of the highest quality. While producing goods in such volume and quality as to have exceeded the dreams of our own experts and brought dismay to the Axis powers, we have withdrawn from production for the armed forces ten million of our most virile, active young men and have filled their places with women and others entirely lacking in industrial experience. We have revolutionized many production processes. We have overcome acute material shortages resulting from war conditions by the discovery and substitution of others. We have continually changed the design of the products as changes in the conduct of the war and experience with existing types made this desirable.

Cooperation and Co-ordination

It behooves us to inquire why our amazing productive capacity thus demonstrated was not utilized previously or even realized. A review of the factors contributing to our achievement reveals two which were not present in the prewar period: unrestricted outlets for the products, and a high degree of co-ordination of effort. All other factors—raw materials, equipment, man power, inventive genius, managerial talent—were operative or available in equal or superior degree in the prewar period and throughout the depression. The recent depression was brought on chiefly by the lack of outlet for our products. Our industries, overdeveloped by World War I and the subsequent Coolidge prosperity period, produced goods in greater volume than the mass of our people, with their available purchasing power, could absorb, and a glut resulted in every major line of production. This caused unemployment and a further decline in purchasing power and set in motion the vicious cycle of deeper and deeper industrial stagnation.

It is significant that we recovered fully from the depression only by going to war and engaging in the all-out production of instruments of destruction, after which we not only set a world record for arms production but lifted our civilian production at the same time to an all-time high. This seeming paradox grew out of the war motivation which led us to forget much of our individualism and to pool our efforts in one great, united endeavor. If there is one lesson beyond all others for our country to derive from its war experience, it is the power of co-ordinated effort thus demonstrated. A faith in individualism and competition has been ingrained so thoroughly into our traditions and practice

that we are inclined to worship them as fetishes and to handicap our social progress by blind adherence to them beyond the point of their functional utility.

The dramatic demonstration of the potency of co-ordinated effort afforded by the war-production record accords completely with experience derived during the past quarter of a century, on a far smaller scale, from the field of industrial education. With many notable exceptions, public school industrial education was carried on prior to the war period largely in isolation from the workaday world. Where exceptions occurred, efficient programs almost invariably were found. During the early days of the war-training program a similar state of isolation was all too prevalent.

Classes were set up to create a "reservoir of skilled labor" on surmises and without knowledge of clearly defined employment needs; "refresher" courses were set up before there was evidence of what refreshment was needed or how many workers there were who needed refresher training. Experience leaves no question that training for industry, to be effective, must be definite, specific, and closely related to the jobs for which the training is intended; hence the vague, indefinite courses which formed a large part of the early war-training program resulted in much lost motion and inefficiency. As the war effort got under way, the schools and industry became closely integrated, and as this developed the efficiency of the instruction increased proportionately.

Innovations in the War Training

With this integration of effort between school and industry came a wide variety of innovations. Courses of instruction were derived from actual industrial needs instead of from surmises; equipment and instructors were loaned by industry for use in the schools; school instructors and classes were transferred to factory quarters; school instructors were sent into industry to train workers as they engaged in the actual work of production, instead of in a separate training shop; various forms of part-time cooperative classes were organized; employees were hired, put on the pay roll, and sent to school on company time for their basic training; inspectors were sent into school shops to test the proficiency of trainees at the end of their training course, sending into employment those who were satisfactory and releasing the rest; schoolmen were sent into industry to aid in the preparation of instructional material; instructional material prepared by men in industry was given to schools for their use; public school supervisors supervised the work of instructors in industry; as the program outgrew available school quarters, factory buildings were rented and equipped for instructional purposes, and the superiority of the factory type of plan and construction for industrial training over the conventional school was demonstrated.

Out of these efforts and innovations has grown a program in which the schools can take justifiable pride. The reconversion of war production to peace will present a problem no less formidable than that of the conversion to war production, and on the effectiveness of this reconversion training will hinge our national welfare for years to come. On the one hand is the possibility of turning to constructive use the marvelous producing power which the war effort has demonstrated, on the other is the menace of an industrial depression that may exceed the one recently passed through. The school will again be presented with an outstanding opportunity.

Industrial Education for Reconversion

There are three broad types of industrial education which will be needed in the reconversion period:

a) *Intensive, short-term training courses for the operations of mass-production industries will be needed in considerable volume, although the need promises to be much less in extent and less pressing in point of time than the war-production need.* The training given for war production and the training given to the mechanized portion of the armed forces will materially reduce the need for this type of training. For the most part it will be restricted to the larger school districts and will be, presumably, completely subsidized from special federal funds.

b) *The regular Smith-Hughes day courses of the secondary school for the higher level, more broadly skilled occupations promise to be in much greater demand than before the war.* High school pupils will be unable to secure employment because of the surplus labor supply, and the practical value of such training is likely to be more obvious to pupils and parents as a result of the war experience. However, such occupations form only about 5 per cent of the total of industrial occupations; the turnover in them is low and for only a portion can effective training be given under school limitations. Therefore the need for this type of training will always be definitely limited.

Two types of courses which have proved useful, particularly to the smaller school districts, in diversifying their vocational education offering are supervised correspondence courses and cooperative part-time classes in diversified occupations. They should be given serious consideration by school administrators in the development of their vocational programs.

c) *In point of volume, the vocational contribution of the general education courses represents, by far the largest opportunity of public schools in the field of vocational education, yet this is a field that is ordinarily completely overlooked.* These courses reach every pupil in the school and form the proper foundation for all specialized vocational training. Many employers have stated that they prefer

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The aviation trades will be important in the postwar period.

well-selected employees who are grounded in the fundamentals of learning, but without special training, to those who have completed specialized training courses, but who are lacking in either of these respects. The employer can supply the specialized training but he cannot compensate for deficiency in selection or general education.

Vocational Elements in General Education

The provision of subsidy for certain forms of vocational education has had the unfortunate and unintended effect of restricting the concept of vocational education to the subsidizable forms and of distracting the attention of school administrators from the extensive and highly important vocational values which can be developed through the general education courses. With full recognition of the importance of conducting general education courses for their nonvocational values and without in any degree implying a reduction of the effort to produce these values, it should be recognized that courses entitled to the term "general" should fit their students for all of the functions of life. Of all life functions the vocational occupies by far the greatest number of waking hours and, from the point of view of social well-being, is of prime importance. The social well-being of a democracy such as ours is derived from and dependent upon the contribution of every individual member. If any member's contribution is not as great as it might be, the general welfare is by that extent reduced. An individual's vocation is one of the principal avenues of his contribution to the general welfare: therefore the school, as an agency of the

public, has as an important aim to increase this contribution to the maximum.

It is unfortunate that the individual point of view regarding vocations is the one that is almost universally used. This views an individual's vocation as the source of his income. Legitimate as the point of view is, it is inappropriate in point of emphasis to the needs of our increasingly complex society and of the harrowing times. It tends to throw a materialistic, sordid motive into the process of selecting and preparing for a vocation, and has caused some to look on this process with scorn as unworthy of the high social purpose of schools. The consideration of an individual should not be: "In what vocation can I secure the largest income, the greatest personal advantage?" but rather: "In what vocation can I best serve the cooperative democracy in which I have faith to the point of death and in the benefits of which I share?" From the social point of view, there is hardly a more important function which the school can perform than that of aiding each pupil to determine the field of service in which he can be of maximum efficiency and to fit himself for that service. This is an opportunity of the general education curriculum as well as of the specialized vocational curriculum.

General Subjects Have Vocational Values

The fundamental abilities and understandings which should be embodied in every general education course, whatever its field—particularly, science mathematics, social studies, language—find important applications in the vocational aspects of pupils' afterlives as well as in

the nonvocational aspects. Unfortunately, the fundamentals appropriate to contemporary life are, for the most part, unrecognized and undeveloped. The general education subjects are old members of the curriculum and have been conducted under a disciplinary philosophy which leave them relatively unchanged while the life in which they find application has changed with increasing rapidity. Schools which have sought to orient the general subjects to contemporary life report large and unexpected values to be found in them. Extensive and important evidence of this fact is furnished by a follow-up study of graduates by forty selected high schools, under the direction of The National Association of Secondary School Principals and reported in the November, 1941, issue of their bulletin. The study led to extensive interchange of information between school administrators and teachers on the one hand and employers and former students on the other. The participating schools were enthusiastic of the benefits derived. The study resulted in a large realization of the needs of young people in meeting the conditions and demands of life after leaving school.

It was reported that high school instructors were given through the study a new vision of the functions of their fields of instruction in their relation to contemporary life, that courses in English, mathematics, science, and social studies were reorganized in consequence and a new freshness and vitality introduced into the instruction.

What of Local Situations

No specific recommendations can be given for the improvement of industrial education in the postwar period. The reorganization and vitalization of the general education courses can begin at once, but specialized training courses must await the development of local needs. The important thing is for every school administrator—superintendent, principal, vocational director—to familiarize himself as much as possible with the needs of employment, making the acquaintance of employers and labor leaders and their organizations and soliciting their aid in finding for the school its full place in the great task of reconversion to peacetime production. The burden of responsibility for the development of plans must be carried by the school administrator. Employers and labor leaders are not educators and cannot give the school administrator the answer as to the proper functions of the school. They can only assist the administrator to get the information he needs and to cooperate, in advisory fashion, in the organization and administration of instruction.

Donald M. Nelson, chairman of the War Production Board, has recently made the following statement: "When the record of our war effort is written it will show

(Concluded on page 62)

Shifts of School-Age Population in Postwar Educational Planning

Carl D. Morneweck¹

The sudden increase in the birth rate and the mass shifting of population from one area to another present major concomitants as planning for postwar education is being undertaken. These two factors now appear on the educational horizon as school boards and school officials begin the important task of surveying available school-plant facilities and future building needs as well as reorganization of the teaching personnel to meet the exigencies lying in the very near future.

The writer, in August, 1941,² presented facts portraying the declining birth rate in 1939 as compared with 1929 for the 45 states and the District of Columbia, for which data were available. At that time the live births in 1939 were shown to be less than in 1929 for 22 of the 45 states. Even if a state of war had not emerged, the enrollment in the nation's schools would have decreased materially during the present period. For the immediate present possibly this decline in birth rate of the late twenties and thirties was advantageous in connection with the critical shortage of teachers—thousands of whom are now in the military service.

The sudden change over a period of four years is revealed in Chart I in the August³ issue quoted previously. Only three states, North Dakota, Nebraska, and South Dakota show losses in births over the decade, by comparing 1942 with 1932. On the other hand, the states showing the greatest increases by and large are industrial states of the far west and eastern seaboard in addition to several highly industrial states of the Midwest. Much of this has been due to migration of warworkers and members of the armed forces who brought their families to these areas.

The virility of the population indicated by the "Live Births per Thousand Population" shown also in the chart presents a contrasting picture in certain respects. Of the ten states having the greatest number of live births per thousand population in 1942, only Arizona was among the first ten having the greatest total number of live births. The District of Columbia, anomalous as it may appear, ranked ninth with an increase of 49.4 per cent in births in 1942 over 1932, but was the least prolific with only 17.5 live births per thousand.

¹Chief, Division of Child Accounting and Research, Department of Public Instruction, Harrisburg, Pa.

²"Analysis of School Enrollment Trends," Carl D. Morneweck, *SCHOOL BOARD JOURNAL*, August, 1941, pp. 31-32, Vol. 103, No. 2.

³U. S. Department of Commerce, Bureau of the Census, *Summary of Vital Statistics—1942* (Washington, D. C.: the Department).

TABLE I. The Number of Potential Pupils in Four Age Groups in Various States During 1940 and 1948

State (1)	Age Group										Total 6-17	
	6-8		9-11		12-14		15-17					
	1940 (2)	1948 (3)	1940 (4)	1948 (5)	1940 (6)	1948 (7)	1940 (8)	1948 (9)			1940 (10)	1948 (11)
California	231,475	392,044	247,200	299,527	250,889	242,279	252,408	234,555			981,972	1,169,105
Connecticut	68,383	91,848	80,505	70,020	86,343	66,701	92,182	71,723			327,413	300,292
Delaware	12,204	15,295	12,997	13,170	12,773	11,946	13,634	12,453			51,608	52,864
District of Columbia	30,249	39,299	27,624	39,318	26,897	32,644	27,394	29,645			112,164	140,906
Illinois	329,648	417,006	375,542	355,685	397,268	334,277	404,475	338,210			1,506,933	1,445,178
Indiana	155,902	200,860	174,081	174,628	185,375	159,292	197,718	159,526			713,076	694,306
Kansas	94,918	93,222	99,138	88,014	103,704	93,050	113,807	95,249			411,567	369,535
Kentucky	174,434	193,537	172,892	178,628	182,389	173,397	194,892	171,950			724,607	717,512
Maine	47,012	48,929	48,373	45,451	49,244	46,785	53,518	47,555			198,147	188,720
Maryland	83,600	113,667	88,957	85,043	97,178	81,164	103,177	85,042			372,912	364,916
Massachusetts	195,807	217,870	216,889	186,655	244,782	188,533	266,733	201,200			924,211	794,258
Michigan	250,584	330,365	289,388	282,920	296,756	259,798	290,311	257,588			1,127,039	1,130,671
Minnesota	136,812	166,044	140,999	148,335	152,873	139,459	165,796	137,773			596,480	591,611
Mississippi	138,410	164,112	138,986	157,510	148,325	145,629	131,709	135,758			557,430	603,009
Montana	27,993	34,836	29,655	31,818	29,613	30,378	30,914	27,682			118,175	124,714
Nebraska	74,429	67,688	80,200	67,009	84,177	72,210	89,508	75,953			328,314	282,840
New Hampshire	23,062	26,084	24,276	23,397	26,195	23,316	28,827	22,957			102,360	95,754
New Jersey	171,821	208,720	200,720	167,029	215,296	162,888	225,577	181,334			813,414	719,971
New York	571,204	651,193	638,964	562,636	673,616	552,428	693,272	591,266			2,577,056	2,357,523
North Carolina	233,028	254,904	228,732	238,163	246,425	234,639	255,414	228,123			963,599	955,829
Ohio	297,636	384,940	342,974	329,515	367,907	304,906	387,368	305,686			1,395,885	1,325,047
Oregon	46,178	59,009	43,412	48,417	39,914	40,231	38,147	38,280			167,651	185,937
Pennsylvania	485,818	536,826	557,696	488,321	618,466	480,797	655,458	504,294			2,317,438	2,010,238
Rhode Island	31,872	36,623	35,805	31,220	40,339	30,750	43,829	32,848			151,845	131,441
Utah	36,520	42,707	37,344	38,914	38,989	37,882	41,354	35,902			154,207	155,405
Vermont	18,754	21,082	20,338	19,002	21,207	19,633	22,246	18,837			82,545	78,554
Virginia	158,211	186,043	161,411	158,366	112,497	155,109	189,734	158,567			681,853	658,085
Washington	64,801	97,746	67,705	78,341	70,465	68,312	75,378	64,289			278,349	308,688
Wisconsin	154,935	176,059	166,761	162,715	170,634	156,594	175,506	157,936			667,836	653,304
Wyoming	13,021	16,078	13,399	14,373	13,356	13,680	15,009	12,960			54,785	57,091

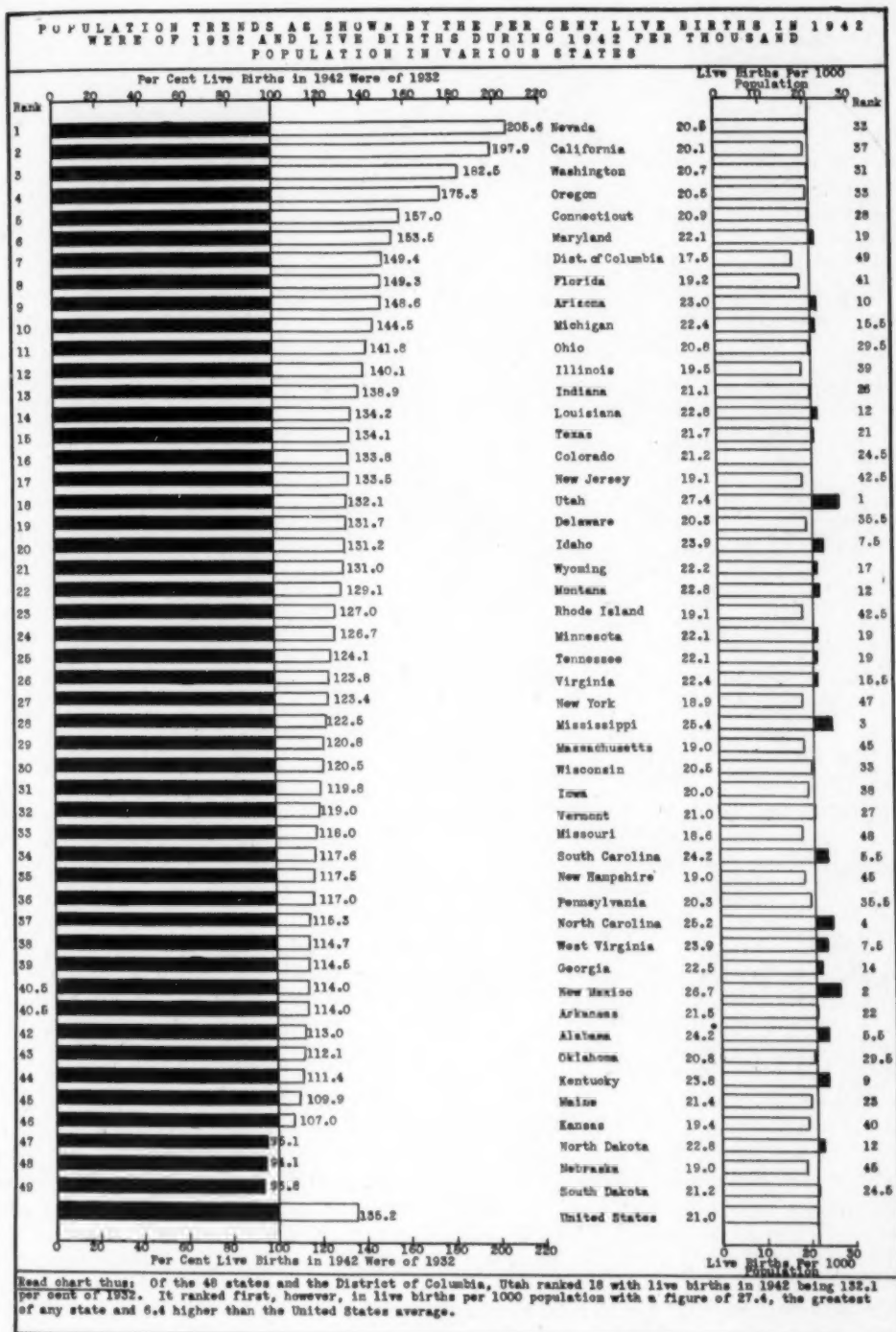
The financing of the educational load in such an area where the taxable adults per child are considerably greater will be much less difficult than in states such as Utah, New Mexico, and Mississippi, where live births per thousand were 27.4, 26.7, and 25.4, respectively.

A tabulation of the live births⁴⁻⁵ available for 29 of the 48 states and also the District of Columbia was made through the collection of the number of births in each of these states from 1923 to 1942 inclusive. It was, therefore, possible to make a grouping in the following age groups: 6-8, 9-11, 12-14, and 15-17 inclusive. The writer wishes to caution the reader, however, that this is only to be interpreted in terms of the number of births and does not take into consideration certain other factors such as mobility of population, difference in death rates, and compulsory school attendance laws, to mention only a few of the factors affecting school attendance. This age group includes the most prevalent group of pupils attending school. A pupil making normal progress and entering the first grade at the age of 6 years would be

17 when entering the twelfth grade. Bearing these limitations in mind and concentrating upon births only, the reader is referred to Table I which indicates the number of potential pupils in the four age groups as well as the total number 6 to 17 years of age inclusive. To study the actual figures in this table is helpful. However, to interpret the potential increase or decrease of pupils at the various educational levels of the school system, Table II presents the problem more succinctly. It is impossible in this brief treatise to discuss each of the states for which data are presented. Certain definite patterns, however, are ascertained. Some states apparently will have increases in enrollments in all of the age groups and consequently in each of the four common vertical divisions of the school system. From present indications, a few states will have losses at each of the four educational levels. Another group will show possible increases for the primary grades but losses in all other parts of the school system; while a few will apparently have increases throughout the lower six grades but losses on the secondary level. Another group would seem to have losses on the senior high school level. For the benefit of the reader and the student of population statistics as they affect school enrollment, a recapitulation

⁴*Op. cit.*

⁵U. S. Department of Commerce, Bureau of the Census, *Statistical Abstracts of the United States*, Volumes from 1923-1929 inclusive (Washington, D. C.: the Department).



Ages 6 to 8 Inclusive

Per Cent	Per Cent
California 69.4	Michigan 31.8
Washington 50.8	Dist. of Columbia 29.9
Illinois 42.3	Ohio 29.3
Maryland 36.0	Indiana 28.8
Connecticut 34.3	Oregon 27.8

Ages 9 to 11 Inclusive

Per Cent	Per Cent
Dist. of Columbia 42.3	Wyoming 7.3
California 21.2	Minnesota 5.2
Washington 15.7	Utah 4.2
Mississippi 13.3	North Carolina 4.1
Oregon 11.5	

Ages 12 to 14 Inclusive

(At this age level only four states indicated increases.)

Per Cent	Per Cent
Dist. of Columbia 21.4	Wyoming 2.4
Montana 2.6	Oregon 0.8

Ages 15 to 17 Inclusive

(At this age level only three states indicated increases.)

Per Cent	Per Cent
Dist. of Columbia 8.2	Oregon 1.8
Mississippi 3.1	

Ages 6 to 17 Inclusive

Per Cent	Per Cent
Dist. of Columbia 25.6	Montana 5.5
California 19.1	Wyoming 4.2
Oregon 10.9	Delaware 2.4
Washington 10.9	Michigan 0.3
Mississippi 8.2	

States Showing the Greatest Decreases at Various Age Levels

In order to plan for the educational future it is just as important to be aware of the potential enrollment decreases in various divisions of the school systems as it is to be cognizant of the divisions in which there will be possible increases.

Ages 6 to 8 Inclusive

Per Cent	Per Cent
Nebraska 9.1	Kansas 1.3

Ages 9 to 11 Inclusive

Per Cent	Per Cent
New Jersey 16.8	Rhode Island 12.8
Nebraska 16.4	Pennsylvania 12.4
Massachusetts 13.9	New York 11.9
New Hampshire 13.6	Kansas 11.2
Connecticut 13.0	Maine 8.1

Ages 12 to 14 Inclusive

Per Cent	Per Cent
New Jersey 24.3	New York 18.0
Rhode Island 23.8	Ohio 17.1
Massachusetts 23.0	Maryland 16.5
Connecticut 22.7	Illinois 15.9
Pennsylvania 22.3	Nebraska 14.2

Ages 15 to 17 Inclusive

Per Cent	Per Cent
Rhode Island 25.1	New Hampshire 20.4
Massachusetts 24.6	New Jersey 19.6
Pennsylvania 23.1	Indiana 19.3
Connecticut 22.2	Maryland 17.6
Ohio 21.1	Minnesota 16.9

of the various types of circumstances is enumerated below.

States Having Gains in All Age Groups

District of Columbia Oregon

States Having Losses in All Age Groups

Kansas Nebraska

States Having Gains Between Ages 6 to 14 Inclusive

Montana Wyoming

States Having Losses Between Ages 9 to 17 Inclusive

Connecticut Michigan Pennsylvania
Illinois New Hampshire Rhode Island
Maine New Jersey Vermont
Maryland New York Virginia
Massachusetts Ohio Wisconsin

States Having Losses Between Ages 12 to 17 Inclusive

California Minnesota
Delaware Mississippi
Indiana Utah
Kentucky Washington

States Having Losses Between Ages 15 to 17 Inclusive

Montana Wyoming

States Showing the Greatest Increases at Various Age Levels

Another summary is presented to indicate the states having the greatest increase at the various age levels. The per cent of increase is indicated for each state and is enumerated in consecutive order.

TABLE II. Potential Increase or Decrease of Pupils in Four Age Groups With Per Cent of Change Comparing 1948 With 1940 in Various States

(1)	Increase or Decrease by Age Groups										Net Change	
	6-8		9-11		12-14		15-17		6-17		No.	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
California	160,569	69.4	52,327	21.2	-7,910	-3.2	-17,853	-7.1	187,133	19.1		
Connecticut	23,465	34.3	-10,485	-13.0	-19,642	-22.7	-20,459	-22.2	-27,121	-8.3		
Delaware	3,091	25.3	173	1.3	-827	-6.5	-1,181	-8.7	1,256	2.4		
Dist. of Columbia	9,050	29.9	11,694	42.3	5,747	21.4	2,251	8.2	28,742	25.6		
Illinois	87,358	42.3	-19,857	-5.3	-62,991	-15.9	-66,265	-16.4	-61,755	-4.1		
Indiana	44,958	28.8	547	0.3	-26,083	-14.1	-38,192	-19.3	-18,770	-2.6		
Kansas	-1,696	-1.8	-11,124	-11.2	-10,654	-10.3	-18,558	-16.3	-42,012	-10.2		
Kentucky	19,103	11.0	5,736	3.3	-8,992	-4.9	-22,942	-11.8	-7,075	-1.0		
Maine	1,917	4.1	-2,922	-8.1	-2,459	-5.0	-5,963	-11.1	-9,427	-4.8		
Maryland	30,067	36.0	-3,914	-4.4	-16,014	-16.5	-18,135	-17.6	-7,995	-1.2		
Massachusetts	22,063	11.3	-30,234	-13.9	-56,249	-23.0	-65,533	-24.6	-129,953	-14.1		
Michigan	79,781	31.8	-6,468	-2.2	-36,918	-12.5	-32,723	-11.3	3,632	0.3		
Minnesota	29,232	21.4	7,336	5.2	-13,414	-8.8	-28,023	-16.9	-4,869	-0.2		
Mississippi	25,702	18.6	18,524	13.3	-2,696	-1.9	4,049	3.1	45,579	8.2		
Montana	6,843	24.4	2,163	7.2	765	2.6	-3,232	-10.5	6,539	5.5		
Nebraska	-6,761	-9.1	-13,191	-16.4	-11,967	-14.2	-13,555	-15.1	-45,474	-13.9		
New Hampshire	3,022	13.1	-879	-13.6	-2,879	-11.0	-5,870	-20.4	-6,606	-6.5		
New Jersey	36,899	21.5	-33,691	-16.8	-52,408	-24.3	-44,243	-19.6	-93,443	-11.5		
New York	79,989	14.0	-76,328	-11.9	-121,188	-18.0	-102,006	-14.7	-219,533	-8.5		
North Carolina	21,876	9.4	9,431	4.1	-11,786	-4.8	-27,291	-10.7	-7,770	-0.8		
Ohio	87,304	29.3	-13,439	-3.9	-63,001	-17.1	-81,682	-21.1	-70,838	-5.1		
Oregon	12,831	27.8	5,005	11.5	317	0.8	133	1.8	18,286	10.9		
Pennsylvania	51,008	8.4	-69,375	-12.4	-137,669	-22.3	-151,164	-23.1	-307,200	-13.3		
Rhode Island	4,751	14.9	-4,585	-12.8	-9,589	-23.8	-10,981	-25.1	-20,404	-13.4		
Utah	6,187	16.9	1,570	4.2	-1,107	-5.3	-5,452	-13.2	1,198	0.7		
Vermont	2,328	12.4	-1,336	-6.6	-1,574	-7.4	-3,409	-15.3	-3,991	-4.9		
Virginia	27,832	17.6	-3,045	-1.9	-17,388	-10.1	-31,167	-16.4	-23,768	-3.5		
Washington	32,945	50.8	10,636	15.7	-2,153	-3.1	-11,089	-14.7	30,339	10.9		
Wisconsin	21,124	13.6	-4,046	-2.4	-14,040	-9.2	-17,570	-10.0	-14,532	-2.2		
Wyoming	3,057	23.5	974	7.3	324	2.4	-2,049	-13.7	2,306	4.2		

Ages 6 to 17 Inclusive		Per Cent		Per Cent		Per Cent		Per Cent	
Massachusetts ...		14.1	Kansas ...	10.2	Nebraska ...	13.9	New York ...	8.5	
					Rhode Island ...	13.4	Connecticut ...	8.3	
					Pennsylvania ...	13.3	New Hampshire ...	6.5	
					New Jersey ...	11.5	Ohio ...	5.1	

Conclusions

1. The data presented indicate that a sudden change in school population seems imminent by 1948 due to the recent increase in births in practically all of the states.

2. The reader must bear in mind that this presents a state-wide picture, and the local situation may not fully follow the state pattern.

3. The apparent shift resulting in increases in certain divisions of the school system and decreases in others, especially the rather rapid increase in the primary grades and pronounced decreases on the senior high school level, indicates that the preparation of teachers should be guided accordingly.

4. Even under present facilities, in many states space should be available in the upper grades for offering enriched services as well as other types of educational advantages, such as may need to be added in the period following the war.

5. Planners must guard against the use of such statistics exclusively, but must bear in mind possible factors such as the relocation of warworkers in industrial war-production areas; while communities which have lost populations through the migration of warworkers should make studies to ascertain the number of these workers who may return to their original location.

The Serviceman and the Postwar School

Lt. H. M. Lafferty, U.S.N.R.¹

The return of the servicemen to civilian life after this war will precipitate a tremendous interest in education. This back-to-school movement will spring from at least three great needs which the war veterans will bring with them: (a) vocational, (b) social, and (c) personal needs. Lack of space permits only the briefest discussion of the problems which two of these needs will raise.

1. Vocational Needs

First and foremost the serviceman will look to education to prepare him for earning a living. For many this preparation will take the form of necessary vocational rehabilitation. This group will include (a) men who have been in the service so long that they have lost the knowledge of and the feel for their prewar occupations, and (b) men whose jobs prior to entering upon active military duty have since become either outmoded or greatly altered by scientific advancement, industrial change, or societal requirements. For the remainder of the veterans the principal

concern will be either taking up a course of training in which they had been enrolled earlier, or beginning at the beginning in the vocational preparation for a newly chosen occupation.

In dealing with these various groups, the schools must be ever conscious of certain factors which did not exist in prewar times. Among these situations are:

First, the students will be older. In the case of many of the men this increased maturity will be mental, social, and emotional as well as chronological. From a teaching standpoint this increased age means that the content of instructional materials will have to be so graded as to allow for a greater span of individual differences in capacities, interests, and purposes. It also means that a corresponding revision in the approaches to teaching will have to be made. Extreme Progressivists will receive little encouragement from these men who will have neither the time nor the desire for teaching procedures which suggest little planning and still less direction.

Second, the student will be more critical of teachers and their subject matter. This

attitude will result not only from the increased maturity of the learner, but from the deposit of experiences which the student will bring to school with him—experiences many of which the teachers will not be in a position to fully share or understand. Teachers and the subject areas they represent can expect to be examined with a thoroughness not common in prewar classrooms.

Third, the students will be engaged in a race against time. Again because of their increased maturity and of their war experiences, many of the servicemen will not be content to progress through school at the speed normally allowed. They will want to make up lost ground as fast as possible—faster if it can be done. Educational institutions must be prepared to change their policies of accelerated promotion, without, however, allowing any reduction in the quality of their graduates. Modifications in the requirements for academic degrees, increased opportunities for students to take courses over and beyond their normal schedules, and similar administrative problems are certain to arise. In making the changes necessary to

¹Bureau of Naval Personnel, Washington, D. C.

accommodate the veterans, colleges and schools have the serious responsibility of making their regulations more flexible without, however, allowing the pressures of the times to ride roughshod over the heritage which centuries of scholarship have built up. The altering of prewar practices must be prompted by real changes in the character of general social needs and requirements. Changes made merely as concessions to minority groups whose petitions are local and ephemeral have no basis for sanction.

In this connection schools can expect a strong insistence on the part of many servicemen that a disproportionately large part of their stay in school be spent on the techniques and skills of the vocation for which they are preparing. Most of this insistence will stem from the individual veteran's fears of competition for employment. In order to better assure himself of a position he will want to spend as much time as he possibly can in practicing the skills of his trade.

Dangers to Academic Standards

The pressure of this insistence will be such that secondary schools as well as the vocational schools and the higher institutions may be tempted to throw caution to the winds and accept the role of opportunist. In so doing, these same schools and colleges may believe that when normalcy returns and when the greater number of the returning servicemen have been processed and sent out to employment, they will be able to reconvert to meet sound, accepted scholastic standards — no one will be hurt.

Our educational institutions must combat this attitude on every front. The values of a general education not only have survived the centuries, but in our present complex society these values have become the single best safeguard of social sanity. It must be said also that careful researches have clearly established the shortness of the time limits within which man, aided by modern science and inventions, can master the technical skills of most occupations. The return of the serviceman to school must mark greater efforts on the part of institutionalized education to keep a clear head. The importance of steering an educational route which will enable the student to play a real contributor's part in society cannot be overstated. To accomplish this it will be necessary that the education of the serviceman be both general and specific. He must be brought to see that a general education will produce at least four results of value to himself: (1) His inability upon leaving school to find immediate employment in a specific occupation will not prevent his obtaining placement in some other situation where he can make full use of his abilities and training. (2) He will have a better assurance of advancement in the occupation he

elects to follow. (3) He will better understand and accept the social implications of his chosen vocation. (4) He will be better able to make adequate and personally satisfying adjustments to the environment in which he will live and work. At the same time the serviceman's education should be sufficiently specific to develop a reasonable expertness in the fundamental skills of his calling. This is necessary in order (1) to give him a sense of confidence in handling the tools of his specialty, and (2) to facilitate his placement in a field of his own choosing.

Good Vocational Guidance Essential

Fourth, *the students will want assistance in selecting an occupation for study.* At least three characteristics of our changing social order make this assistance necessary. First, the requirements for a present day occupation are not as simple or as obvious as they once were. The Horatio Alger approach to economic security, so long a regular feature of one of our popular magazines, has had to be radically revised. For the most part the man who is eager and willing to do "just anything" is not nearly as likely to find employment with a future to it as is one who is perhaps less eager and less willing but who better defines his abilities and ambitions.

Second, the changing character of many occupations make the vocational choice more important now than formerly. Serious study of the field rather than boldly striking out and taking one's chances offers much better assurance that the choice finally decided upon will not prove to be of the dead-end-street variety. This is nowhere better illustrated than in the case of the professions where the training period is so long that a false choice may prove costly in more ways than one.

Third, the shadings and gradations within and between occupations are considerable. Rather complete and well-balanced information is valuable in shaping one's thinking toward a particular calling. The school, because of its resources and because of its disinterested situation has much to make it a logical port of call.

Fifth, *the students will want assistance in obtaining employment.* This is a problem to which the schools have given only slight attention. Traditionally, education has felt responsible for the individual as long as he remained in school. This responsibility has recognized and in a measure provided for the learner's material needs as well as his intellectual needs. Departure from school, however, automatically ended the obligations of education. The contract was terminated and both parties realized and accepted it as such. From then on the individual was on his own.

Help on the Job

Within recent years a number of schools have practiced the view of some educators



Willard E. Goslin
Superintendent of Schools
Minneapolis, Minnesota

Willard E. Goslin, who has recently been elected superintendent of schools at Minneapolis, Minn., has been head of the schools at Webster Groves, Mo., for the past 14 years. Mr. Goslin, who is 44 years old, was the choice of the board members from a list of 90 candidates.

Born in Missouri, in 1899, he attended the elementary and high schools of his village, and then pursued a course at the laboratory high school of the University of Missouri. After graduating from Teachers College, at Kirksville, in 1922, with a bachelor of science degree, he took his graduate course and received the master's degree in school administration from the University of Missouri. Later he spent some time at Columbia University, New York City, and at Washington University in St. Louis.

After being graduated from Teachers College, Mr. Goslin accepted a position as principal at Slater, Mo. After one year, he was elected to the superintendency, which he held for five years. In 1928 he went to Webster Groves as an elementary principal. After a year, he became acting superintendent of schools for six months, and later the board elected him as superintendent, a position which he has retained since 1930.

Mr. Goslin, during the past several years, has worked in various relationships with universities and larger school systems of the country and has been a member of summer school faculties at Northwestern University, Washington University, and Montana University. He has served on the Commission on Teacher Education and has participated in programs at Denver, at Des Moines, and Kansas City, Mo. He is a past-president of the Missouri Teachers' Association, and a past chairman of the administrative group of the teachers' association. He has also served as a member of the advisory board to the State Department of Education. He is a member of the American Association of School Administrators, and a life member of the N.E.A.

The *Minneapolis Star-Journal*, in commenting on Mr. Goslin's appointment said: "The new superintendent brings a fine reputation among practical school administrators for sound and able educational leadership. Those who know him praise both his vigor and his integrity."

"Mr. Goslin comes here, not as the servant of any group or faction, but of the whole community. That assurance should help him in his constructive task of putting the city's school system upon the high plane which a community of this size deserves."

who hold that the learner's education is of little value, either social or personal, until he actually practices it. The schools which have accepted this philosophy have been in the minority.

The fact that returning war veterans will look more and more to the schools to place them in touch with potential employers will not stem so much from a

feeling on the veterans' part that this country owes them this service. Neither is such action an indication of a lessening of the servicemen's desire or ability to take care of themselves. Rather the feeling will be a natural one and will be due to (a) a faith in education's knowledge of what employers want — a faith which education itself has had much to do with creating — and (b) the nomination of education as a logical choice for this function since attendance in school is a necessary prerequisite for consideration for most types of employment. "If the schools with their reservoirs of knowledge cannot help me, who can?"

Attention to the specific as well as the general requirements of various occupations and to establishing and maintaining contacts with business and industry will absorb a considerable part of our school's time. Schools which offer courses on a part-time basis will find it easiest to discharge this function, but all schools will feel the pressure. Various organizations — some nationwide in scope — have plans in varying stages of development for obtaining employment for returning veterans. These activities will in no way free the schools of a similar planning responsibility — since the nonschool groups are concerned chiefly with those men who will by-pass the schools and go directly into business, industry, or the professions.

Sixth, *the students will look to the schools for aid in maintaining vocational efficiency after obtaining employment.* This is further evidence that the distance between school and industry are due to be greatly shortened. Briefer working hours, competition for promotion, the effect of science and invention and of changing social conditions upon job characteristics have both encouraged and compelled the worker to seek constantly self-improvement. The schools will not be the only source the worker will consult. But they will be one of the important sources.

From the preceding it should be clear that our schools have an important piece of work cut out for them when this war is over. This fact is given greater emphasis by the realization that the vocational need is but one of the several that will be forthcoming.

2. Social Needs

The serviceman will have a need for a consciousness and an interpretation of social trends and developments. The shortening of world boundaries, the fallacies of the doctrine of isolation, the increased exposure to crosscurrents of a variety of ideologies, etc., make social understanding a real need, one fortified by the serviceman's own uncertainty. For instance, a great many will not know what they were fighting for in World War II, and that ignorance will bother them. At one time or another, the average serviceman may have denied that ignorance. He is like the young corporal

who said in a recent radio interview: "I'm fighting for turnip greens and cornbread, for the right to boo the umpire at ball games, for the right to marry the girl I love." But deep down inside, that young man, and many like him, knows that that kind of an answer is not enough. An answer more substantial, more fundamental should be available. Army's General Hagood apparently never found an adequate answer to this same question after World War I. Whether or not the schools can give a satisfying answer remains to be seen. But the schools can rest assured that they will be asked.

3. Personal Needs

The serviceman also will bring to the schools needs of a highly personal nature. These will include problems of home relationships, health, human consumption, personal economics — problems which in prewar days were treated rather speculatively in courses in "Social Problems" and "Consumer Education." This time there will be a real urgency behind these ques-

tions, a demand for answers with immediate and specific applicability. This time there will be a demand for answers different from the kind one gets by enclosing ten cents and a self-addressed stamped envelope.

These and other needs place a tremendous responsibility on tomorrow's schools. And a temptation. A temptation to go all out for a program of nostrums with immediate sales appeal. Agitators will not be lacking for this latter course, for a scrapping of content material whose values either are not easily observable or operate on a delayed-action principle. There is every reason to believe that the responsibility will be met and the temptation resisted. Already men who have been mustered out of the service are finding our schools interested and helpful. When the great bulk of this war's veterans return, they will not find our educational centers confused and uncertain. Rather they will find our schools ready and eager, challenged by the vigor of the problems these men will bring with them.

Are They Eligible for a High School Diploma?

F. L. McEuen and Harry K. Young¹

A Letter of Inquiry

The Principal
Riverside Polytechnic High School
Riverside, California
Dear Sir:

While in the military service I have an opportunity to continue my education by correspondence study through the Army Institute. The Army Institute established by the War Department at Madison, Wis., offers 64 courses itself and has arranged with 76 cooperating colleges to offer nearly 700 more.

Will the Polytechnic High School grant me credit and a diploma for approved courses completed under the Army Institute? If so, for what subjects do you recommend that I enroll. It is my wish that I may take the subjects necessary to gain entrance to college. I hope to go to college upon completing my military service.

Yours sincerely,

How many thousands of letters like this one have found their way to high school principals throughout the country? How many different responses must they have brought forth? How many a pedagogic eyebrow must have been raised when the high school scholastic record of the applicant was reviewed? How many comments as, "That kid isn't worth a diploma," must have passed the lips of principals?

But despite the principal's reaction, every serviceman's letter of inquiry

¹Vice-Principals, Riverside Polytechnic High School, Riverside, Calif.

demand an answer. And there is no rule for the answer. There is no established precedent for the principal to follow. There are no criteria to guide him.

A Policy Must Be Made

This isn't going to be the last letter of this type high school principals are going to receive. School administrators are certain to receive a stream of such letters as long as the war lasts (particularly after the armistice) and as long as the services induct youth of high school age. What then shall be the rules and the pattern of the answer to this inquiry?

The first decision to be made is whether or not high school credit shall be given for work of an educational nature performed in the services and, concomitant with this decision, whether or not a diploma shall be given as recognition for this work.

If it is decided that high school credit shall be given for work accomplished in the services, a decision must be made as to the nature of the work that is acceptable, the amount that is acceptable, and the grade that is acceptable. These are not easy decisions to make. Obviously it would be easiest to refuse to recognize all army or navy schoolwork and thereby relieve one's self of all worry and bother.

But that is not a just or a wise policy.

One of the first letters we received asking for high school credit for army work concerned a young man who had been an honor student while attending our school and who had been inducted into the army during the first half of his senior year. Would it have been just to have refused to review his army schoolwork? The very least any school administrator could do would be to offer to make an appraisal of the educational work he had done after he left our school.

It should be noted at this point that not one of the letters we have received have asked for something for nothing. The servicemen want to earn their credits. They want to earn their diploma. They know as well as the high school administrator that *no educational degree should be given the serviceman unless he has earned that degree*. The high school diploma must represent a certain amount of work accomplished with a certain degree of efficiency, and the diploma should not be issued unless that work has been accomplished and that degree of efficiency attained. Unless we hold to that principle we shall be doing the serviceman as well as the school an injustice.

If it is at all possible to recognize schoolwork done by the serviceman and if a diploma is granted on the basis of that work, it is well to remember that more than one end will be gained.

First, the individual will be kept with his age group. He will not have to come back to the high school when the war is over and be grouped with students much younger than himself.

Second, he will be a high school graduate (in most cases) and eligible for matriculation into a college. He will find himself not too far behind those he knew when he left high school.

Third, the diploma will, in itself, constitute an incentive for the serviceman to continue his education after he leaves the armed forces. If he must go back to high school rather than on to college, he may feel that there are too many educational hurdles in his path toward a higher education.

A Typical Situation

Once the decision has been made to give credit for army and navy work the administrator's troubles have just begun. For the sake of demonstration let us carry on with an answer to the letter found at the beginning of this article. This is as typical a situation as can be found. It must be borne in mind that there is no one example that can be set up for all future reference. Every inquiry received poses a different set of questions.

We first ask that the applicant submit all evidence of educational work he has done since he left school. We then usually get something like the following two letters, both pertaining to the work of the applicant:

Letter No. 1.

Principal
Polytechnic High School
Riverside, California
Dear Sir:

This is to certify that completed the following work while in the 94th College Training Detachment (Aircraft) of the Southwest Texas Teachers College. The value of the work completed in the College Training Detachment is to be determined by the Chicago Institute at a later date.

Each class listed below met for five recitations per week:

Subject	7/15/43 to 8/5/43	8/9/43 to 9/2/43	9/6/43 to 9/30/43	Approximate Hours ²
Mathematics	84	71	94	60
Physics		75	71	40
Geography	94	70		40
History		70	58	40
English	72		76	40
Medical Aid	79			
Reading	88			20

Signed — Registrar

Letter No. 2

Subject: Academic Record of Aviation Cadet at SAACC PFS (p) San Antonio, Texas.

To: Principal, Riverside Polytechnic High School, Riverside, California.

1. Aviation Cadet completed the following academic work at the San Antonio Aviation Cadet Center:

Subject	Hours	Grade
Identification of Naval Vessels.....	12	76
Maps, Charts and Aerial Photographs	18	72
Mathematics (General)	20	78
Physics	24	78
Aircraft Identification	30	82

(1) Completed requirements of 6 words per minute aural and 5 words per minute visual.

2. An hour represents a class period of fifty minutes.

Signed — Senior Academic Officer

Before an appraisal of the work indicated in these letters can be made the high school record of the candidate must be brought forth and the record and two transcripts evaluated together. What kind of a high school record did this student possess? Let's look at it.

Sophomore Year

Subject	Semester Hours ²	Units	Grade
English	10	1	C
Social Studies	10	1	D
Plane Geometry	10	1	C
Orchestra	6	3/5	C
Instruments	4	2/5	B
Physical Education	10	1	C

Junior Year

Subject	Semester Hours ²	Units	Grade
English	10	1	C
Advanced Algebra	5	1/2	D
Biology	10	1	C
Orchestra	5	1/2	B
Instruments	2	1/5	B
French I	0	0	F
Physical Education	10	1	C

²Our figures.

Senior Year

Subject	Semester Hours ²	Units	Grade
English	5	1/2	C
Physical Education	5	1/2	B

Total: 102 10 1/5

Ours is a three-year senior high school. Before we consider a student a candidate for a diploma he must have successfully completed 140 semester hours, or 14 units of work, which include 3 units of physical education. This candidate is short 38 semester hours or approximately 4 units. Of the 38 semester hours he is short, 5 are represented by a semester's work in physical education. Isn't it a safe assumption that the army has given him enough drill and physical training to allow credit for that subject? Of course it is. We now find the applicant short 33 semester hours of academic work. And not only is the applicant short 33 semester hours of work but, included in those 33 hours, he needs 10 semester hours of United States history and civics — a state of California requirement.

Evaluating the Serviceman's Educational Work

Where we have evidence from a recognized college or university of a student's work, as in the case already mentioned, we have tried to place a standard value on that work. We have considered one hour of college or university work equal to two hours of high school work. In other words, we have considered 90 hours of college work equal to 180 hours of high school work. One hundred eighty hours of high school work represents 10 semester hours or one unit. We think this is an equitable ratio of value.

In the case of credits from the army's own specialized schools we have been more or less in a quandry as to what to do. Generally speaking we have considered the work in these schools as only equal to the work carried on in the high school. We must confess we have not always adhered to this rule. Where a little more credit was necessary to give the applicant a diploma we have given him this added credit.

In the case presented, we allowed the following credit for the work done at the Southwest Texas Teachers College:

Subject	Hours	Semester Hours	Units
Mathematics	60	7	7/10
Physics	40	5	1/2
Geography	40	5	1/2
History	40	5	1/2
English	40	5	1/2
Total:		27	2 7/10

If we allow the applicant another five semester hours credit (one half unit) because of the mathematics and physics studied at the San Antonio Aviation Cadet (Concluded on page 62)

²A semester hour represents one period a week for 18 weeks.



The Grandview School as seen from the street is a low, white building finished in cement, carefully landscaped, and in every way an ornament to the residential neighborhood which it serves.

Outdoors-Indoors Related in the Grandview Elementary School

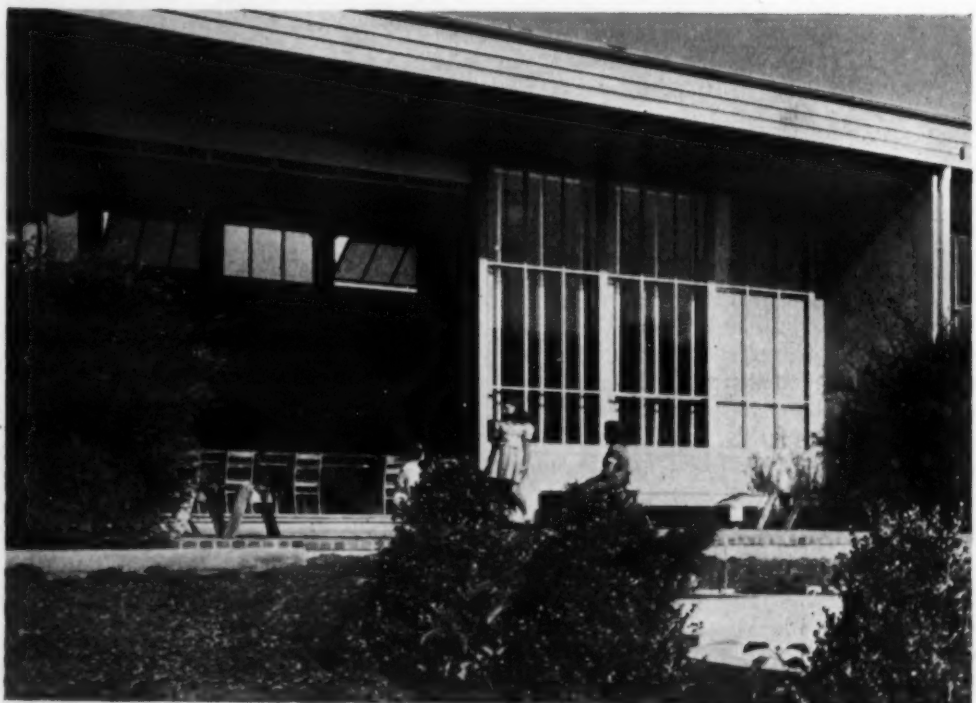
Walter Wurdeman and Welton Becket¹

The close relation of indoors and outdoors is the theme emphasized in the planning and daily use of the Grandview Elementary School, at Manhattan Beach. In design, both architectural and educational, the school is adapted to an activity program. The basic unit is a series of flexible classrooms in which are included library corners, storage closets, work counters with sinks, and flexible seating arrangements which permit the children to organize under their own leadership while the instructor supervises without "bossing."

The school building was designed to be constructed in five phases which will provide for the rapid growth of this district.

Units 1 and 2 were constructed first. They consist of eight classrooms and toilet facilities, activity spaces, and an open-air stage for large outdoor events.

Unit 3 was the next step. This consists of the administration offices, classrooms, nurse's room, music room, and a kindergarten which has its own play area and activity terrace, outside clay sink, storage cabinets, rolling activity setup, movable library, a fireplace, and a model kitchen which is also to be used for parent-teacher and community meetings. The kindergarten adequately accommodates

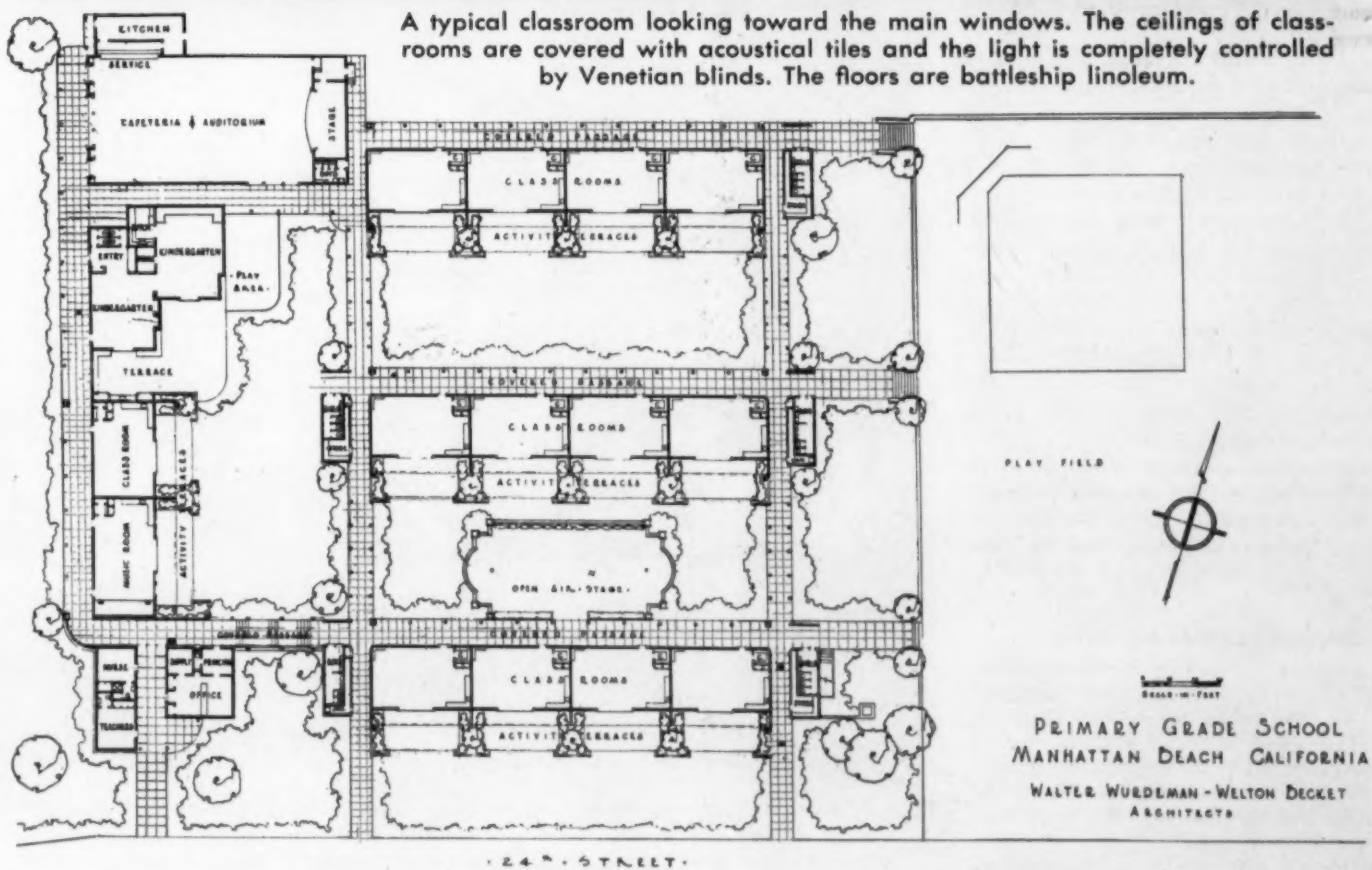


A typical classroom as seen from the play court. Cross ventilation and supplementary lighting are provided by high windows on the far side of the room.

¹Architects, A.I.A., Los Angeles, Calif.



A typical classroom looking toward the main windows. The ceilings of classrooms are covered with acoustical tiles and the light is completely controlled by Venetian blinds. The floors are battleship linoleum.





A play and study court as seen from the open corridor of the Grandview Elementary School, Manhattan Beach, Calif.

fifty pupils and its careful planning provides a maximum of light, air, and seclusion. It consists of a workroom, a restroom, and exterior playroom, all of which can be supervised by the teacher from any point in the kindergarten setup.

Units 4 and 5, when needed, are to have classrooms and a combination auditorium and cafeteria.

Access to all rooms and toilets are by means of covered passages which lead directly to a six-acre play field on a slightly lower elevation.

The close relation of indoors and outdoors in the classroom has proved extremely successful. The rooms open onto the activity terrace by means of a wide sliding steel and glass door, partially protected by a generous roof overhang, and heavily landscaped planting areas. All rooms face south and east for proper exposure, with supplementary north light through a clear-story window.

This type of activity education is still in an experimental stage but has caused widespread interest among educators and parents, the majority of whom are outspoken in their praise for this type of education.

CONSTRUCTION DETAILS

The Grandview Elementary School occupies a site 11 acres in area, with the principal frontage on the main highway, Grandview Avenue. The school organization is limited to the kindergarten and six elementary grades. The contract for the building was let in the fall of 1938 and the building was first occupied in September, 1939.

The building is of wood-frame construction,

with a concrete stucco facing, and wood exterior trim. The roofs are flat, covered with composition 8-ply material. The windows are

of steel frames and the doors are also of the same material. The ceilings throughout are insulated with rock wool. The corridors and



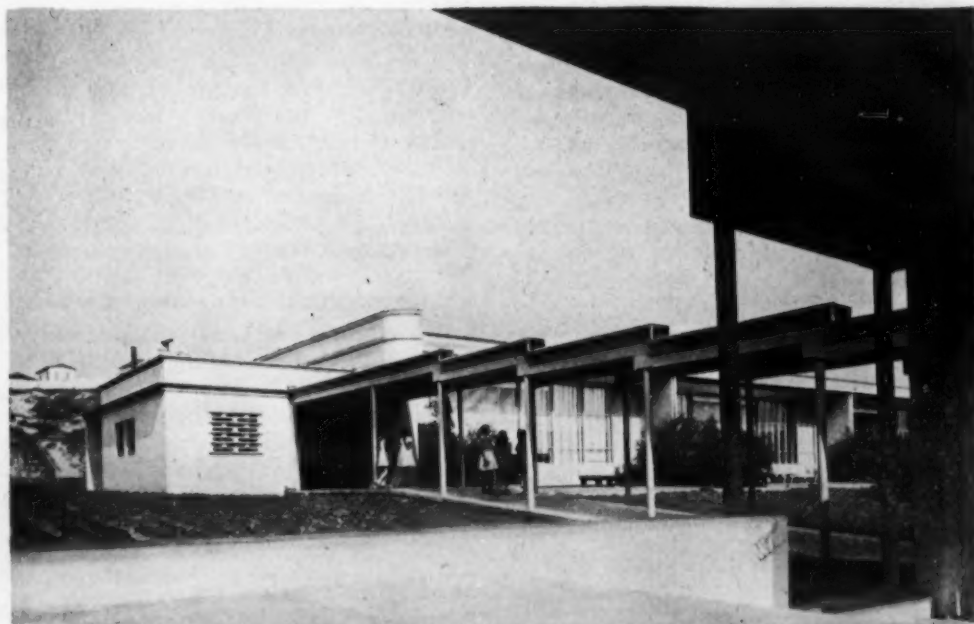
A browsing corner in an elementary classroom. The built-in cases provide space for books and pamphlets and for current specimens of materials under study.



An aerial view of the Grandview Elementary School, Manhattan Beach, California, as it will appear when completed.
— Walter Wurdeman and Welton Becket, Architects, Los Angeles, California.



Clay modeling and other art work is carried on in the work corner of each classroom.



The changes in level between the several units of the building are taken care of by covered walks which frame the instructional and play courts.

stairways are constructed of concrete, and the classroom floors and auditorium floors are covered with hard maple flooring. The ceilings are treated with sound-absorbing tiles; the toilet rooms have tiled walls and plaster ceiling; throughout the building the folding partitions are of steel.

The building is heated with console type heaters. The plumbing installation is of the heavy-duty school type with porcelain toilets and urinals, and steel toilet partitions.

The classrooms have slate blackboards and cork bulletin boards and are fitted with wood cabinets, wardrobes, and pupil lockers. The waste receptacles are of the built-in type, constructed of wood. Each of the classrooms is wired for an intercommunicating telephone system.

The pupils' desks are of the movable type.

The window shades are Venetian blinds.

The units of the building now constructed have a total pupil capacity of 500.

The cost of the construction was \$120,000, or \$240 per pupil. The board of education received a WPA grant in aid and issued bonds in the amount of \$50,000 to cover the cost which was not met by current tax income.

PITTSBURG SCHOOLS REORGANIZED ON SELF-CONTAINED CLASSROOM PLAN

Upon recommendation of Supt. Howard D. McEachen, the elementary schools of Pittsburg, Kans., have been reorganized to permit a change from the platoon type to self-contained classrooms. The change-over is believed to be desirable because of certain advantages found in the self-contained classroom. These are: (1) more intimate relationships between pupils and teachers; (2) more careful analysis of individual needs, interests, and abilities; (3) greater flexibility of class organization; (4) unification and integration of children's experiences; (5) improvement of the group psychology.

In practice, the platoon plan was found to fail for the following reasons: (1) There is disintegration of the program; there are too many divisions. (2) The child is unable to adjust himself in the elementary school to so many teacher personalities. (3) It violates the newer trend in psychology. (4) Teachers find too little time to integrate their programs. (5) The plan works well only with large enrollments. (6) Too much time is wasted in shifting classes.

Basic Research Needed for Postwar Educational Planning

Frank G. Schultz*

In this day, when the "scientific" approach to the solution of educational problems is quite generally accepted, it is axiomatic that planning of any sort should be based upon a sound analysis of facts and hypotheses. Since education at all levels and in all of its ramifications seems to be preparing to indulge in intensified planning activities it might be well to point out a few areas in which additional research appears to be needed.

A number of the areas mentioned here have been subjected in the recent past to voluminous research, and much has been accomplished. However, because the results have so frequently been conflicting or indeterminate, or because the weight of the evidence has not always been sufficient to bring about desirable changes in educational procedures, additional research seems to be warranted. Furthermore, recent discoveries of new and powerful statistical tools, and the development of clearer insight into the intricacies of experimental design on the part of research workers, would alone justify the repetition of many of the earlier studies. The areas specifically mentioned are, of course, not the only ones which demand additional and continuing research, nor are they necessarily the most important for all levels of education or for all portions of the country.

Educational Efficiency in Relation to School District Size

Students of educational administration have shown time and again that the per-pupil educational cost in small schools and in small administrative units are inordinately high. While on the basis of nationwide statistics there has been an annual decrease of 1.7 per cent in the number of schools,¹ there are entire states, particularly in the middle west, where the trend has been less pronounced. It appears that knowledge of excessive per-pupil cost is not sufficient to discredit the small school in the eyes of the citizens who pay the bills. The mere fact that children in the larger schools usually have superior physical facilities, teachers with more years of training, and access to more of the so-called frills of education, apparently has not convinced certain individuals that the one and two-room school is not efficient. It is suggested, therefore, that research be carried on which will provide a basis for comparing the fundamental achievement of children

taught in small and large schools. If it should develop by comparison that the smaller schools do not suffer, this fact would have wide implications for future educational planning.

A problem closely associated with the one just mentioned is concerned with the potency of the small community school as an instrument for training in the processes of democratic living. The problem for investigation might be stated as follows: Do children and parents residing in the small school districts tend to develop traits which are more in accord with democratic ideals than do those children and parents living in larger school administrative units? If so, how large may a district become before the point of diminishing return is reached? Obviously this problem is shot through with sociological and philosophical implications, but it is nevertheless highly practical. If the small school is an effective democratizing agency, who can say that the cost of education in the "little white schoolhouse" is ever too high!

The Effectiveness of Preschool Education

Up to the middle of the past decade professional literature dealing with nursery and kindergarten education provided little concrete evidence that preschool education is a significant factor in determining later intellectual development. The recently reported studies from the University of Iowa would indicate that the early training is closely associated with the development of the intelligence quotient.² These findings, however, have been so severely criticized in certain quarters that additional research is needed. If further investigation substantiates the findings of the Iowa studies, then postwar plans must take into account the extension of educational opportunities at the preschool level.

Evaluation of Guidance

The indications are that the guidance point of view will play an increasingly important part in postwar education. Education will, in all probability, take on more and more the aspect of human engineering; pervading not only intellectual, but moral, aesthetic, and personality areas as well.

In spite of, or probably because of, the rapid advances made by the guidance movement during the past twenty years, the literature shows a surprisingly small amount of strictly quantitative research

directed toward the evaluation of the movement itself. There seems to be a need for long-term investigations to determine the value of various phases of guidance; a careful study to determine which aspects of guidance may be delegated safely to and made part of the work of the classroom teacher; and a survey to determine the unit cost of various phases of the program. A survey of the guidance literature conducted a few years ago showed cost studies of guidance services to be singularly lacking.³

Integration Between High School and College

While current educational theory generally concedes that the college preparatory function of the high school is not its most important one, the problem of high school-college integration cannot be disregarded. Although quantitative studies tend to indicate that the quality of the student's high school performance rather than the pattern of subject matter pursued is the major determining factor of college success, it would be unfortunate if educators were uncritical in accepting the generalization that subject matter is unimportant. Usually the studies in question have left uncontrolled one or more important variables, and therefore much more careful work needs to be done before we can draw reasonably valid inferences from the findings. As long as there continues to be considerable overlapping in the content of certain high school and college courses,⁴ and as long as college instructors are prone to adjust their courses to meet the deficiencies of certain members of their classes, we should not expect high school subject-matter patterns to offer highly reliable criteria for predicting college success. These comments are not intended as an endorsement of the conventional college entrance requirements but rather as a suggestion that the question of high school-college integration is far from settled.

Study of the Higher Mental Processes

For various technical reasons, much of the early research in the psychology of learning was limited to the study of the simpler phases of learning. Recent evaluations of scientific education almost invariably point to a need for investigations

*F. G. Schultz, "Re-Check of Articles on Guidance in Five Educational Magazines," *Occupations*, 19:492-5, April, 1941.

²David Segal, *Some Factors in the Adjustment of College Students*, U. S. Office of Education Bulletin, 1937, No. 12.

³T. R. McConnell, "The Nature of Educational Research," *The Educational Record*, October, 1941, pp. 575-595.

¹Dean of the Division of General Science, South Dakota State College of Agriculture and Mechanic Arts, Brookings.

²W. H. Gaumnitz, *Are the One-Teacher Schools Passing?*, U. S. Office of Education, Pamphlet No. 92, 1940, p. 8.

³B. L. Welman, "Iowa Studies on the Effects of Schooling," Part II, *Thirty-Ninth Yearbook*, N. S. S. E., 1940, Chapter XXVI.

oriented to a solution of problems related to the higher phases of learning.⁵ What appears to be needed are analyses of the dynamics of the higher thought processes, the interrelationships between psychological factors, and the development of instruments for the measurement of the higher mental processes. Again the newer statistical techniques can profitably be employed.

Evaluation of G.I. Instructional Methods

Recent reports of the spectacular educational results achieved by military instructors have attracted considerable attention to the so-called "G.I. methods." Upon a rather careful study of the programs described in the literature, it appears that the "miracles" have been performed not by streamlining methods but by restricting instruction to highly specific objectives. The "new" methods in language instruction, for example, were advocated as far

back as 1900 and were quite generally used in the early 1920's. Nevertheless it is highly desirable that civilian education learn what it can from the experience with the highly motivated, intensified, and rigorously controlled programs engaged in by the branches of the armed forces.

The armed-forces training programs have also served to draw attention to the value of visual aids in education. Here again, the use of visual aids is not an innovation resulting from military ingenuity, since much of the work has been done by men who were recently instructors and directors of visual aids programs in schools and colleges. The urgency of training needs and the availability of virtually unlimited funds, however, has resulted in the development of a large number of specifically educational films. How these films can be converted to civilian instructional use is a worth-while research problem. However,

a recent article⁶ presents sufficient evidence of the effectiveness of these audio-visual aids to warrant an extensive use of films in the postwar era.

In Conclusion —

The preceding list of needed research projects was selected, in part, because it represents critical problems in a variety of aspects of education, namely: administration, curriculum, guidance, and educational psychology. What may be of greater importance than the mere isolation of crucial problems, however, is the tacit expression of faith in the efficacy of the scientific approach to the solution of educational problems in general. If these and other problems are not attacked with the tools and attitudes of science many of them will never be solved.

⁶Edgar Dale and Charles F. Hoban, Jr., "Visual Education," pp. 1323-1334, *Encyclopedia of Educational Research*, W. S. Monroe, Editor, Macmillan, 1941.

Interest Grows in the Single Salary Schedule

Hazel Davis¹

Although the single salary schedule for teachers was first proposed long before 1900, it was unknown in practice as recently as 25 years ago. Only a few pioneering schedules of this type had been adopted when the National Education Association in 1921 urged "the adoption of a single salary schedule for all teachers in elementary and in high schools, determined upon the basis of education, professional training, and successful experience."

The number of single salary schedules, both in local school systems and in state minimum salary standards, has increased since 1921 until today more than a third of the city salary schedules and considerably more than half of the state salary standards are of this type.

What is the single salary schedule? Any salary schedule that puts elementary and high school teachers of equal qualifications on the same salary footing is recognized here as a single salary schedule. Under this usage, differentials based on sex, race, or marital status would not disqualify a schedule from the single salary class if the differentials apply to elementary and high school teachers.

Most single salary schedules provide two or more salary classes to recognize differing levels of professional preparation. Hence the title "preparation schedule" often is used, in contrast to the older "position schedule" based on school position, such as elementary, junior high, and senior

high school. For example, the single salary schedule in Springfield, Mass., contains five salary classes. A teacher's classification is determined by his professional preparation and years of experience, as follows:

Two years of preparation — a minimum salary of \$1,200 a year, annual increments of \$50 for 16 years, maximum salary of \$2,000

Three years — minimum \$1,350, 17 increments of \$50, maximum \$2,200

Bachelor's degree — minimum \$1,500, 28 increments of \$50, maximum \$2,900

Master's degree — minimum \$1,650, 33 increments of \$50, maximum \$3,300

Six years of preparation — minimum \$1,800, 34 increments of \$50, maximum \$3,500

"Preparation schedule" may be a misleading title, however, when only one level of preparation is recognized. Cincinnati has a single salary schedule of this type. No one is appointed who does not hold the bachelor's degree. Regardless of preparation above that requirement, the salary possibilities are:

Minimum salary, \$1,200

Annual increments for 15 years — 1 at \$50, 7 at \$150, and 7 at \$100. Increments are given each year provided that the teacher furnishes evidence of continued professional study not less than every fourth year.

Maximum salary, \$3,000

A single salary schedule may include a supermaximum salary to recognize superior teaching service. In Lincoln, Neb., for example, the salary schedule includes this feature. Salary classes are established for five levels of training, with a supermaximum for superior teachers in each class except the highest:

Two years of preparation — minimum \$1,000, 10 increments of \$50, normal maximum \$1,500, supermaximum \$1,600

Three years — minimum \$1,000, 10 increments of \$50, normal maximum \$1,500, supermaximum \$1,800

Four years — minimum \$1,100, 14 increments of \$50, normal maximum \$1,800, supermaximum \$2,000

Five years — minimum \$1,200, 16 increments of \$50, normal maximum \$2,000, supermaximum \$2,200

Six years — minimum \$1,300, 18 increments of \$50, normal maximum \$2,200

Some single salary schedules include differentials based on sex or dependency. The Springfield schedule, for example, provides that married men may receive an allowance of \$100 for a wife and \$50 for each dependent minor child, with a maximum family allowance of \$200. In the three communities mentioned special cost-of-living adjustments are now in effect above the basic salary rates.

The three schedules outlined to illustrate the nature of the single salary schedule resemble in some ways schedules of other types. For each salary class there is a definite minimum salary for inexperienced teachers; a definite number of increments of a fixed amount, granted regularly under known conditions over a period of years; and a definite maximum. Single salary schedules vary among themselves in the amounts of salary; the levels of preparation used for salary classes; the number, size, and spacing of increments; and the giving of extra pay to recognize sex, dependency, merit, etc. The only common element are the equal opportunities in salary open to elementary and secondary teachers of equal

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qualifications. A teacher who renders satisfactory service in the fourth grade can reach as high a salary as the teacher of advanced mathematics in high school.

Because this type of salary policy is still new enough so that some people think of it as a novelty, and because salary policies are under review in many communities at this time, many questions are being raised about single salary schedules. A few of these questions are answered briefly in the following paragraphs.

Extent of Single Salary Practice

How many school systems have adopted single salary schedules? Every two years the National Education Association issues a list of city school systems reporting that single salary schedules are in effect. The list for the school year 1942-43 includes 490 communities in 44 states. This represents 36 per cent of the city salary schedules reported. The proportion is about the same among small and large cities, going as low as 33 per cent in cities of 5000 to 10,000 in population and as high as 41 per cent in cities of 30,000 to 100,000.

Although nearly all states are represented there are some regional differences. The single salary idea has made less progress in the Northeast than elsewhere. In areas where state minimum salary schedules or allotment plans are on the single salary basis (as in Alabama, Georgia, Indiana, Maryland, North Carolina, Oklahoma, Utah, Washington, and West Virginia) state policy encourages local schedules based only on preparation.

What school systems have adopted single salary schedules? By 1942-43, about a third of the cities over 100,000 in population had adopted this policy. The names of the 32 large cities reporting in that year, according to the approximate date of beginning the single salary schedule, are given below:²

Single salary schedule in 1924-25, or earlier:

Oakland, Calif.	Minneapolis, Minn.
San Diego, Calif.	Oklahoma City, Okla.
Denver, Colo.	San Antonio, Tex.
Des Moines, Iowa	Spokane, Wash.
Duluth, Minn.	

Adopted during six years from 1925-26 through 1930-31:

Birmingham, Ala.	Tulsa, Okla.
Bridgeport, Conn.	Portland, Ore.
Indianapolis, Ind.	Chattanooga, Tenn.
Louisville, Ky.	Salt Lake City, Utah
Flint, Mich.	Tacoma, Wash.
Cincinnati, Ohio	

Adopted during six years from 1931-32 through 1936-37:

Miami, Fla.	Toledo, Ohio
South Bend, Ind.	Seattle, Wash.
New Orleans, La.	

Adopted during six years from 1937-38 through 1942-43:

Hartford, Conn.	Charlotte, N. C.
Fort Wayne, Ind.	Norfolk, Va.
Gary, Ind.	Richmond, Va.
Springfield, Mass.	

Additions to list early in school year 1943-44:

Detroit, Mich.	Nashville, Tenn.
St. Paul, Minn.	Milwaukee, Wis.
Erie, Pa.	

Not until the past year was a city of as much as a half million population in-

cluded in the group. Detroit and Milwaukee, two of the recent additions, are also the two largest.

How does the single salary schedule work out in practice? What cities have abandoned it, and why? This question reflects the erroneous idea that the single salary schedule is still in the stage of dubious experimentation. So far as the nearly forty cities over 100,000 in population are concerned, the record shows no instance of abandoning the plan. Cincinnati came the nearest during the hard times of the 1930's. The schedule was revised to the extent of cutting out a salary class which recognized the master's degree, but the basic principle was retained.

Complete records have not been made on the history of single salary adoptions in smaller cities. A study in 1939 by the N.E.A. Committee on Equal Opportunity, covering 182 cities of 30,000 to 100,000 population, showed that up to 1939 a total of 69 of these cities had adopted the single salary plan and that only four of the 69 had returned to the position or position-preparation type schedule. This high a degree of permanence is perhaps the best evidence that can be cited as to how the single salary schedule works out in practice.

Effect on High School Teachers

Is it true that salaries of high school teachers usually are reduced when a single salary schedule is adopted? The answer to this question is "no," so far as large cities and current practice are concerned. Of the 17 cities listed earlier that adopted single salary schedules during the period of more than 12 years from 1931-32 to the end of 1943 the new maximum salaries for teachers with bachelor's or higher degrees, now open to all teachers, compare as follows with the maximum salaries formerly open to high school teachers only:

In five cities the new maximum salaries are all higher than the former high school salaries.

In two cities the new salaries are the same or higher.

In one city the salaries are the same as before. In seven cities the new salaries are the same or higher for some groups and lower for others.

In two cities the maximum salaries at the higher levels of preparation are lower than the maximum salaries on the predepression schedule.

A policy usually followed in putting a new schedule into effect is that no one's present salary shall be reduced. Those receiving salaries above the new schedule continue to receive those salaries but receive no further raises unless they become entitled to them eventually through the operation of the schedule itself. Where this principle is followed no high school teacher would have his salary reduced, even in the rare schedules where it is necessary to reduce certain top salaries formerly scheduled.

As a practical measure, what sometimes happens in going from a position schedule to a single salary schedule is the adoption

of the old high school maximum as the maximum for teachers with the bachelor's degree, and the provision of other salary classes above and below to recognize higher and lower levels of preparation. High school teachers under a new single salary schedule seldom face an actual lowering of the salary maximum they had expected to reach under the old schedule. However, they often do find that their maximum salary remains the same or increases only slightly while teachers in elementary schools receive substantial advances.

How is a single salary schedule financed?

Like any other plan for paying public employees, the single salary schedule is financed from the public purse and by the consent of public opinion. Parents of young children can be counted on to see the equity of a salary plan that places as much importance on good teaching for young children as for older ones. Declining birth rates in the 1920's and 1930's were cutting down the number of children in elementary schools in many communities during those years. As the number of needed teachers grew less, it was possible to increase the average salary of those employed in the grades without greatly increasing the total salary budget. During the war emergency a decline in the number of high school teachers and the readier money coming from taxes are helping to make single salary schedules possible.

After the war, when money may be tighter and when elementary and high school enrollments again increase, a testing time for school finances may be expected. There is no reason to think that single salary schedules will be harder to finance than position schedules if the public understands and believes in the single-salary principle.

What is the theory back of the single salary schedule? What are its advantages? A schedule that makes no salary differences between elementary and secondary schools, and does make a difference in salary for teachers with differing levels of preparation, implies two assumptions: (a) that the teaching of young children is as valuable to society as the teaching of older children and (b) that a teacher's competence is likely to show a direct relationship to the length and quality of his professional preparation for teaching.

Both of these assumptions lead to further questions. If elementary school and secondary school teaching are of equal value, are elementary school and college teaching likewise of equal value? In some school systems, junior college teachers are on a single salary schedule that applies to grade and high school teachers; in others the college teachers are on a separate schedule. Some schedules recognize the doctor's degree as worthy of special salary recognition for college teachers but not for elementary or high school teachers. The second assumption stated above leads to the question: If a teacher with a master's

²The dates used are based on the date of first reporting a single salary schedule to the National Education Association. Some cities may be missing because of failure to report.

degree is worth more than one with a bachelor's degree, is it not logical to assume that a teacher with a doctor's degree is worth still more? In practice most schedules do not recognize the doctor's degree, presumably on the theory that the research and scholastic application required for earning the doctorate are not likely to be of value in improving a teacher's classroom service.

Two Benefits of Single Salary Schedules

There appear to be two benefits from the single salary schedule: (a) a general strengthening of the elementary school program and (b) a unifying and upgrading of the entire teaching force.

The elementary school program is strengthened because professional recognition is given to those who prepare themselves to be teachers of young children. Under the old type of schedule it was not unusual to assign to the elementary schools persons prepared for high school teaching but who had to serve an apprenticeship in the grades before they could be "promoted" to a high school. Teachers who were prepared for elementary teaching were blocked in salary advancement unless they used summer school study to prepare for a type of teaching other than what they were doing. All such practices seemed to imply that elementary teaching was of minor importance.

The desire to strengthen the elementary school program through the single salary schedule can be defeated in part, however, by the continuation of other policies that permit lower entrance qualifications for elementary teachers than for high school teachers. Progress would seem to lie in requiring as much specialized preparation for elementary school teaching as for high school teaching, with salary recognition to both groups for education related to teaching, beyond the minimum requirement.

A unifying and upgrading of the teaching force is made possible by removing the differences among school divisions that could form the basis for cliques and jealousies, and by emphasizing at every level the importance of definite professional qualifications for the teacher's own assignment. The single salary schedule tends to encourage prospective teachers to prepare themselves adequately and to stimulate teachers in service to improve their own professional equipment. By offering salary rewards to teachers whose qualifications are above the minimum, professional growth in all divisions of the school system is encouraged. Studies have shown that the average preparation of teachers working under single salary schedules is at definitely higher levels than that of teachers in systems where salaries are classified only according to position. The danger that added preparation may become mere credit-chasing, can be avoided by wise admin-

(Concluded on page 60)

The School-Board Member's Responsibility in This Climactic Year

Doak S. Campbell¹

Reference to this year as a "climactic year" may have significance in a number of ways. By many people this year is considered the climactic year of the war. God grant that it may be so. Doubtless, this year will bring important decisions regarding international relations of great significance. Domestic policies of profound import will be effected within this year. Decisions regarding numerous fundamental issues will be decided by the American electorate. Movements of extreme significance to those of us whose special interests lie in the education of this generation are even now under way. Their disposition may, indeed, be regarded as climactic.

Responsibilities regarding fiscal matters are usually considered the principal aspect of the work of school-board members. They are, indeed, of great importance and are likely to become more exacting as the problems of taxation and revenues increase in complexity. Adjustments after the intense financial activity occasioned by the war shall have begun to subside will call for management of public funds in the most vigorous and intelligent manner.

There are those who seem to think that the responsibilities of the school-board member should be confined entirely to fiscal matters. They would draw a severe line between the work of a lay board on the one hand and a professional staff on the other. However, there are responsibilities pertaining to the quality of instruction as well as the general objectives and functions of the school which definitely rest upon the school-board member.

A Board Responsibility

It is true that instruction is primarily the responsibility of the teachers and administrators who have been professionally educated for that responsibility. However, the school-board member has the responsibility of making it possible for capable teachers to live and serve and grow in his school system. The superintendent alone cannot secure and maintain a competent faculty. The superintendent alone cannot protect the teachers from pressures that would tend to restrict good instruction. The school-board member clearly has a responsibility at this point.

During the years immediately ahead there will be strong pressures upon the schools to introduce special types of instruction. Many well-meaning citizens will sponsor crusades for the incorporation of additional required courses in the schools. Legislators will be pressed to enact curriculum provisions into the statutes. Such efforts need guidance. Curriculum making by legislatures has not

¹Dr. Campbell, who is president of the Florida State College for Women at Tallahassee, read the present paper before the Florida School Board Association Convention, at Daytona Beach, April 19, 1944.

been successful. Usually, the desired results, however praiseworthy, are defeated by this means of regulating what is taught in the schools. The school-board member has a responsibility in the process of making it possible for parents and teachers to develop a school program which will be most desirable for the children.

Finally, the school-board member has a responsibility of convincing the taxpaying public of the prime necessity of maintaining an effective school program. We hear a great deal today about the increasing of the centralization of power. Most of us deplore the unmistakable trend in that direction. Have you stopped to consider the only means we have for changing that trend? A fully informed public alone can provide the means of returning to the state and local units of government those controls which have been centered in the Federal Government in such large numbers. Such controls have been set because the people have asked for them. The people have asked for them whenever they were confronted with problems they could not handle by the usual means.

Popular Controls

It seems generally agreed that centralization of governmental controls follows the centralization of economic controls. Witness the anti-trust laws of a generation ago. Witness the pressures for further controls of organized labor at this time. Our acknowledgment of our social and economic problems is objectified in the multiplication of commissions, boards, and bureaus which we, in turn, condemn.

Whatever may be its weaknesses, the American public school is the only agency for the raising of the general level of understanding of the whole population. The effectiveness of the public school, therefore, will determine in large measure the extent to which we can develop reasonable controls by the people themselves. The development of the consciousness of our extreme need for effective public schools is not the responsibility of the teachers. It is clearly the responsibility of interested citizens who see in the schools our chief means of providing adequately for democratic controls. The school-board member, a leading citizen who has a comprehensive knowledge of the schools has a peculiar responsibility for interpreting to taxpayers everywhere the relationship of the schools to a successful government.

I pay my respects to the American school-board member. He is a public servant who is close to the people. He is the champion and advocate of the teacher. He can be, in our opinion, a bulwark of good government for this generation and for generations to come.



The Board of Education at El Paso, Texas, in Session.

El Paso's Pay-As-You-Go School Board

Since 1937 the school board of El Paso, Tex., Independent School District has operated on a *pay-as-you-go* plan with respect to the construction of new buildings. This board has set an example in which other boards may be interested. Within the past five years two new high school buildings have been constructed and paid for before the 3000 students moved in. A building fund is now accumulating in such an amount that other needed buildings can be built and paid for immediately following the war. A special 10 cent tax levy is voted annually for this purpose. At the same time, auditors' reports show that approxi-

mately 80 per cent of the entire school budget is being spent annually for instructional services, including teachers' salaries.

Seated left to right: Vincent W. McConn (Business Men's Protective Association), president; Allen Grambling (attorney), vice-president; Earl C. Brown (garage); C. M. Tuller (Standard Oil Co.); Joseph G. Bennis, attorney for the board; Superintendent A. H. Hughey; Miss De Emma Sheldon, board secretary; J. E. Franey (El Paso Natural Gas Co.), secretary; Dr. C. L. Cunningham (dentist); C. F. Saunders (real estate).

Pupil-Personnel Service in South Bend

Frank E. Allen¹

The school is the only agency of government or society that reaches all children. This fact points not only to our opportunity as school people to help youth with their difficulties, but also to our responsibility to do everything possible to see that their present and future welfare is safeguarded. The problems of youth need to be studied and understood. The various services available to youth need to be co-ordinated and brought to bear on these problems. Contacts must be made with the parents, with employers, and with probation, welfare, and police departments. The child's problem needs to be interpreted to the school officials and teachers. Parents must be made aware of their responsibilities under the law. Statistical materials pertaining to enrollment,

attendance, and dropouts need to be prepared and interpreted to those concerned.

The agency established in South Bend to serve school children in the capacities stated above is the Department of Pupil Personnel. Established in the summer of 1943, it represents one of the steps taken by the board of education toward controlling the problems related to juvenile delinquency. Centered in the department are the attendance work, the issuing of work certificates, and all pupil-personnel problems referred by teachers. As far as possible, the cases are dealt with on a case work basis and one of the first steps taken with the more serious ones is to clear them with the Social Service Exchange maintained by the Council of Social Agencies. The records of the Department of Public Welfare, Family Welfare Society, Township Trustee, Tuber-

culosis League, and other such agencies are available to the personnel workers, as are also the services of the school psychologist. A definite procedure for handling cases through the Juvenile Court has been agreed upon and put into practice.

There is much that needs to be done toward more firmly establishing both the philosophy and the practice of this department. More definite procedures need to be worked out with the various social agencies. In-service training of teachers in the principles and practices of mental hygiene must be extended. It is imperative that schools give at least as much recognition to social and emotional differences as they give to mental and physical differences.

In establishing the department the board of education did not have in mind merely a stop-gap device for the control of juvenile delinquency under wartime conditions. It was thinking of a permanent organization, staffed by workers trained both in education and social work, and capable not only in those fields but also able to interpret their program to those concerned with it. Such an organization cooperating with the various school departments such as guidance, health and physical education, and with the community social agencies will do much to control delinquency but, still more important, it will prevent the development of much delinquency by early discovery and treatment of maladjustment among school youth.

THREE NEW AGENCIES

"The new world that will arise from the war will have three modern agencies that man has never before had at his full command—the motion picture to visualize knowledge in a universal language as the basis of understanding, the radio for instant transmission of information, and the airplane to enforce the decisions of international courts against aggressor nations. With such agencies serving the world the one thing required is a determination to use them with courage and wisdom.—Herbert S. Houston.

¹Superintendent of Schools, South Bend, Ind.

School-Building Materials: Their Availability for Present and Postwar Construction

Gerald L. Palmer¹

An important problem to be considered by boards of education is whether preparation should be made to build immediately after the war or to wait a time until new products as developed from the war experiences are available. The findings of personal investigations and opinions formed from recent studies of building materials and methods, which I have been allowed to use, are the basis of this discussion.

The war experiences have produced no new basic structural materials which can be used in school building construction. There is nothing new or better than masonry, timber, or steel construction. Before the war both timber connectors and built-up timber beams and trusses of the glued type were available. The structural materials used for foundations, framing, floors, and ceilings have little if anything new to offer. The scarcities of materials have forced the revision of the building codes to allow stresses which the materials deserved rather than stresses which nonprofessionals cared to allow for them. Thus, the general structural elements of school buildings are very similar to those of the prewar days with the exception of possible savings in the structural members.

Mechanical Equipment

In the past two years much has been written about new methods of heating, especially panel heating. Before such systems are accepted, complete data on costs and efficiencies must be considered. The added costs of direct means of ventilation must not be forgotten in connection with panel heating. The accepted types of warm air heating and steam systems—whether of the control fan type or the room-unit type—introduce an amount of fresh air as well as filter, humidify, heat, and move the air in schoolrooms, all in one operation and at well-established levels of economy.

Long before the war, the efficient use of local fuels—whether coal, oil, or gas—was established in school buildings for heating air, steam, or water. The available boilers and furnaces were economical, and I am reliably advised that many outstanding manufacturers will continue most of their prewar lines, with few if any changes. There are several combined heating-and-cooling units which may be used for small schools or in batteries for larger schools, each unit caring for a section of the school. These units will heat and humidify a school in winter and cool and dehumidify it in the summer; they filter and move air with or without heat or cold at any time. One of these "heaters," using gas as a

fuel for both heating and cooling, and operating as a source of forced warm or cool air, humidified or dehumidified, is a very compact, self-contained unit.

This brings to mind the problem of introducing air cooling into the schools in certain parts of the country. The need and desirability of this additional air conditioning depends upon the educational program of the community. If the school term is only 38 or 40 weeks in length, it may not be necessary. If, however, the schools are open the full year, as the Army and Navy are now using colleges and universities in their special educational programs, definite air-cooling devices may be very desirable.

Electrostatic Air Cleaning

It is possible that, after the war, room-heat exchangers may be refined and show better efficiencies. Unless however, floors, walls, or ceilings are used for panel heating, the prewar materials can be used in the combined heating and cooling systems. If and when new equipment is offered after a number of years, it is my opinion that much of the present systems could be used. Depending upon the system, pipes and ducts would no doubt be the same, and new parts for modernization and improvement could be added. The changes in installations could be made with little or no change or damage to the basic structure and at not too great an expense.

At this point, it is well to consider the fact that the postwar school plant may have electrostatic air cleaners. During the war, all efforts have been on the manufacture and use of this product in war plants and especially in plants where fine work and small and delicate mechanisms are being manufactured, assembled, and calibrated. In the postwar period these air cleaners will be available in room-size units or in larger units to fit right into the school ventilating system. The effectiveness of this means of cleaning the air is well established and its value for removing dirt, pollen, and any air-borne germs, and for actual saving of cleaning wall decorations, will commend the device to thrifty school planners.

It is not likely that plumbing will be too greatly changed to cause any hesitation or waiting for new products. The most probable changes will be in fixtures and accessories which could be replaced if they were greatly outmoded.

In the electrical field there will be much to consider in matters of fixtures and light sources, but in a well-built school with ample provisions for conduits and wiring of sufficient capacities to all rooms and corridors, changes always can be made. At this time enough is known about correct classroom light standards

to plan the proper amount of light by incandescent or fluorescent sources, and the wiring devices required are so well established that provisions may be made in present plans to obviate any future cutting of walls or ceilings or the use of open conduit.

Extravagant Claims Discounted

Wood, metal, ceramics, and glass have been used as building trim in whole or in combinations, and it is possible that new materials may be offered in the future. But in applying these new materials to schools, we must consider well their costs, both original and maintenance, before discarding proved products. This same attitude is necessary in thinking of devices and materials which are vaguely reported but which due to military secrecy cannot be definitely known.

In many surveys of potential building markets, not the schools alone, statements have been made by manufacturers and professional men that include promises of new materials and low costs which neither the makers of the statements nor any others may ever be able to fulfill. A university professor was recently quoted on a major newscast in Chicago as telling of "new houses that will cost \$1,600 and contain dozens of new developments. Eventually these houses may include unbreakable glass plumbing, filters that transform noises from the outside into music inside, refrigerators that have everything including murals, and a living room that can be redecorated completely by pressing a button." Quite a lot for \$1,600, regardless of the gold content of the dollar. Perhaps in mentioning redecoration the professor meant to predict changes in wall and ceiling colors through the use of colored lights or filters. While that is possible, I fear the majority of those who heard the broadcast or read the newspaper reports figured on magically applied new coats of paint or new wallpaper.

This is typical of the wild claims of promoters, and is impossible of realization for new materials as it is for entire structures. New materials and styles of construction in buildings follow evolutionary processes and, while we look for and welcome new things, we can rarely wait for the complete development of new products and methods before undertaking the construction of new buildings for which there is a present need.

Better Buildings for Better Schools

After the war, we may look for great changes in school-building layouts and exterior designs. But these modifications will come from developments in educational organization and method initiated by educators and translated into serviceable building facilities by

¹Abstract of an address at Chicago meeting of A.A.S.A., February 28, 1944.

the architects. The broadening of educational programs, the new uses of school buildings by adults, and the new recreational programs will require new forms of classrooms and larger school grounds. The use of more glass in larger window openings may greatly change the appearance of postwar school buildings, but it is the opinion of many who have given thought to this matter that the structural parts of these new buildings will be composed of materials already well known to us. Consequently, the waiting for new things in the construction of modern school plants will not be advisable or necessary.

The release of new materials for fabrication into building materials or their use in some cases without fabrication will be gradual and will depend upon the war needs and our capacity to produce the products. On November 30, 1943, the War Production Board "released approximately three billion pounds of fabricated copper and copper-base alloy parts for use in the manufacture of builders' finishing hardware, cabinet locks, and padlocks." In January, 1944, the "production of cast-iron boilers during 1944, equal to 100 per cent of the number produced in 1940, was provided for." Thus, as materials become available, permission is granted to manufacture, and we may expect to gradually return to the prewar manufacturing capacities of civilian building materials. Many firms have on hand large stocks of certain materials which will be diverted to use in new buildings. We may expect many materials to be ready and available before we are prepared to use them.

Higher Costs Predicted

Two of the most important factors in any building project are the cost and the man power available in the building trades. It is the belief of numerous economists and investigators in the building industry that higher prices are in prospect. The Market Analysis Committee of the Producers Council, Inc., which is an organization of about 87 leading building material manufacturers, says in a recent bulletin: "The extreme probability that the general level of prices will tend to rise in the future, it apparently is reasonable to assume that the 1948-49 level . . . will be at least 35 per cent higher than the 1940 level."

Under OPA controls, early purchases may permit schools to come closer than 35 per cent to the 1940 cost level. It was with this fact in mind that earlier advice was to build promptly. If then in five years, revolutionary materials and devices are produced, these can be installed to replace antiquated materials, and the schools can still be dollars ahead.

The early resumption of activity in the construction industry will employ the older group of mechanics who have been out of work since the construction of war buildings stopped and who are not now occupied. Some men with experience in the building trades will be released from the armed services, but as the industry hits its predicted stride, there will be serious skilled labor shortages. During the

(Concluded on page 60)

Bridgewater Township's New Salary Policies

Helen M. Parry¹ and Carleton M. Saunders²

Many boards of education are reluctant to grant salary schedules. Excuses given include the analogy to the business practice of giving yearly increases only to those of outstanding accomplishments; taxpayers cannot be encumbered with increases in times of economic depression; and yearly increases place too heavy a burden on taxpayers. In many cases the real reason is that members of the teaching profession advance their claims and are considered pressure groups, despite the fact that economic conditions and the morale of the teaching group necessitate a definite salary policy. Success was found in the Bridgewater Township schools, Raritan, N. J., by committees of board members and teachers who acted as fact-finding bodies. The following policies were subsequently adopted.

I. Method of Putting Salary Policy Into Effect:

A. Adjustments

1. Teachers now employed will receive salary

Yrs. of Training	Classroom Teachers		Annual Increment	Yrs. to Reach Maximum
	Minimum Salary	Maximum Salary		
2 or less	\$1,300	\$1,800	\$ 50	11
3	1,300	2,100	75 (\$50 first 2)	13
4	1,400	2,450	75	15
Building Principals				
4	None	\$2,650	\$100	Indefinite
5 years or more	None	2,750	100	Indefinite
Building Custodians				
	\$1,200	\$1,800	\$100	7
		2,100 — Head Custodian		

adjustments based on years of training and experience (as outlined above) except—

a) No total adjustment for any teacher may exceed \$300.

b) A further exception will be made for building principals. They will be adjusted to the schedule on the basis of an evaluation of their ability as supervisors and their responsibilities in terms of the number of teachers they supervise, and then proceed according to plan.

c) Teachers whose qualifications for a full adjustment are questionable may be given either a partial adjustment or a year in which to meet the standard requirements (see "Standards for Raises") and will then be adjusted, if they qualify.

2. Teachers coming into the system without experience will be employed at the starting salary indicated on the plan.

3. Teachers coming into the system with experience will be placed in an earning position comparable to that of our present teachers, subject to an evaluation of their previous teaching experience in terms of the standards maintained in our system. (This rule shall be retroactive to teachers hired within the past two years.)

4. Teachers under tenure, on military leave, will be adjusted to the proper level (when they return) in accordance with all the provisions of the plan (i.e., maximum total adjustment, etc.).

5. Transfer of a teacher from one training level to another will be preceded by assurance (with proper records) that he or she completed the

¹Board of education member.

²Supervising Principal of Bridgewater Township Schools, Raritan, N. J.

necessary courses and received the necessary credits. All courses for which credits have been obtained will count, regardless of whether or not they count toward a degree. (NOTE: Thirty credits will be accepted as the equivalent of a year of training.)

6. Teachers holding temporary positions of added responsibility will receive suitable additional salary in the form of a special bonus (i.e., temporary building principals, assistant principals, etc.).

B. Raises (or Increments)

Raises will be given in the amounts and at the intervals specified, subject to the following provision: No raise will be granted without a record of satisfactory service and the approval of the supervising principal and the building principal. It is understood that they may consult with one or more of the special teachers, if additional evaluation is necessary.

II. Salary Policy for Certain Other School Employees

A. Because of insufficient information and other considerations it is not proposed to adopt a salary policy at this time for:

- (1) supervising principal, (2) district clerk, (3) secretary to the supervising principal, (4) other

clerks, (5) special employees, such as, doctor, dentist, nurse, etc., (6) hourly workers.

B. Proposed salary policy for substitute teachers

1. A substitute who teaches less than 20 consecutive days will receive \$5 per day.

2. A substitute who teaches less than 40 but more than 20 consecutive days will be paid at the rate of \$125 per month.

3. A substitute who teaches 40 or more consecutive days will be paid at the rate of \$140 per month.

C. Proposed salary policy for building custodians, including head custodian

1. Adjustments and raises will be subject to the same regulations as those for teachers (i.e., satisfactory service, etc.).

2. Salary for building custodians will be adjusted to allow for differences in the number of square feet of surfaces to be swept by the custodian and the amount of help given him by an assistant.

In the adoption of the salary schedule two basic considerations were discussed. The board was adamant in its position that no yearly increment should be given automatically to teachers. All increments must be for satisfactory work. What constituted *satisfactory* work? It was decided that the supervising principal, as the chief executive of the school system, should define the term. This was done orally and in written form, the latter in order that all teachers might be in agreement as to what was said and what was expected of them.

Lighting for the Postwar School

W. G. Darley*

Introduction

Seeing conditions in the postwar school will be influenced by lighting practices involving Mazda C (tungsten filament) lamps, Mazda F (fluorescent) lamps, and daylight. Seeing conditions will also be affected by other related practices which are in nowise connected with the actual lighting method.

For a number of years, it has been appreciated by many of those in the illuminating engineering profession that foot-candle¹ recommendations by themselves leave a great deal to be desired. Our ability to see is actually controlled by all brightnesses in the field of view; i.e., the amount of light reflected or transmitted by the object observed and by its surroundings.² For the past decade more and more data which emphasize this point have been accumulating and finally have reached such proportions that they are bringing about a desirable shift of emphasis in lighting recommendations. Possibly this shift is being accelerated somewhat by experiences in practice which corroborate the data taken in the laboratory. Today it is quite well proved, and generally accepted, that for maximum ability to see, the brightness of the surroundings should be of the same order as the brightness of the work.

Lighting Practice With Mazda C Lamps

Lighting practices established with unshaded flame sources were naturally followed when the (carbon) filament lamp was introduced; that is, bare lamp lighting prevailed.

Users were quick to realize that the lights were a source of direct glare, also that if more of the light from the lamp was directed downward, higher foot-candles would be obtained—and foot-candles were quite expensive at the time. Thus, glass shades and metal domes were soon adopted.

The drawback to this type of lighting practice is that the brightness of the bare Type C lamp in the reflected glare zone is too high for use in offices and in schoolrooms; furthermore, it is difficult to make the shades deep enough to provide adequate brightness protection in the direct glare zone. Hence, the enclosing globe was developed which reduces brightness in both the direct and reflected glare zones. Early enclosing globes were small and quite bright. The growing appreciation of glare led to the use of "oversize" globes which were less bright (Fig. 1).

*Nela Park Engineering Division, Lamp Department of General Electric Co., Cleveland, Ohio.

¹Measurement of incident light flux—illumination provided by a standard candle on a surface placed 1 ft. away from it, or the illumination on a surface on which there is a uniformly distributed flux of one lumen per square foot.

²Brightness is usually expressed in foot-lamberts. Foot-lambert: The uniform brightness of a perfectly diffusing surface emitting or reflecting light at the rate of one lumen per square foot. Thus, the average brightness of any diffuse reflecting surface in foot-lamberts is the product of the illumination in foot-candles by the reflection factor of the surface.



Fig. 1. "Oversize" enclosing globes in the study hall of a school in Cleveland, Ohio.

Even with the best enclosing globes providing 10 foot-candles, the brightness of the globe was of the order of 150 times higher than the brightness of the work. A logical step, therefore, was to reduce the brightness of the light source. This was accomplished by going to semi-indirect lighting and then to indirect lighting (Fig. 2). These systems distribute the light from the unit over a much larger area than the surface of the enclosing globe and hence result in materially reduced brightnesses for the light source. Thus with indirect lighting, the usual ratio between the brightness of the work and the maximum brightness of the ceiling is of the order of 5 to 1.³ Indirect lighting also resulted in great reductions in reflected glare and shadows and provided an excellent distribution of light throughout the room.

As lighting levels and brightnesses increase, ability to tolerate high brightness ratios⁴ is reduced. It is for this reason that indirect lighting which is so fine at 10, 20, and 30 foot-candles is distinctly glaring at 50 foot-candles—particularly in large rooms. As practice in some fields reached this level, engineers turned to other means to achieve the lighting result.⁵

³The ratio may be as low as 3 to 1 and as high as 15 to 1.

⁴The ratio of the brightnesses of any two surfaces.

⁵Lighting the Detroit Edison Co. Service Building, I.E.S. Transactions, December, 1939 (Vol. XXXIV, No. 10), p. 1199.

Indirect Luminaries—Efficient and Inefficient, I.E.S. Transactions, March, 1939 (Vol. XXXIV, No. 3), p. 261.

Lighting Practices With Mazda F Lamps

In October of 1940, a paper on the subject of "Fluorescent Lamps and Lighting" was presented at the 29th Annual Meeting of the Association of Public School Business officials.⁶ Little has transpired during the ensuing three and one half years which would require any major changes in the statements made in this paper. Developments and wider experience do suggest two observations. Transformers have been improved in so far as hum is concerned and unless the transformer is bolted directly to a large metallic surface, its temperature may rise above a critical point. It has also been found that refracting or lightly diffusing media used underneath the lamps will do little to reduce the reflected glare effect unless other steps are taken as well.

Since October, 1940, a great deal has been heard about the desirability of instant starting. To date, however, this has been achieved at a considerable reduction in lamp life and at some reduction in over-all lumens per watt. Probably the predominant reason for interest in instant starting and instant stopping was difficulty with early types of starters. The development of the Watchdog No-Blink starter goes a long way toward the solution of this difficulty and in the great majority of cases will produce an effect which is eminently satisfactory. On the other hand, a 40-watt Mazda

⁶Proceedings of the 29th Annual Meeting of the Association of Public School Business Officials, 1940.



Fig. 2. Indirect lighting utilizing 500-watt Silvered Bowl Lamps in the study hall of a school in Barberton, Ohio.

F lamp has recently been made available which has the same rated life when operated on instant starting ballasts as the regular 40-watt lamp has with conventional switch starting. However, the instant starting equipment may cost more and will take more wattage; hence, before instant starting is decided upon for an area the need for it should be carefully scrutinized.

Long fluorescent lamps of small diameter are newcomers to the general lighting field. Up to now, these have been identified with cold cathode lamps operated in series on high-voltage transformers; i.e., sign tubing. As far as the lighting results are concerned, fluorescent lighting is fluorescent lighting whether it comes from Mazda F lamps or from the high-voltage cold cathode lamps. The only difference is in the operating characteristics and the relative economics of the two sources. This matter is in a state of flux but should become clarified early in the postwar period. For strictly utilitarian lighting, it appears, as pointed out in the paper "Fluorescent Lamps and Lighting" (previously referred to) that the general lighting of classrooms with F lamps may best be accomplished with 40-watt 48-in. Mazda F lamps.

Just as our lighting practice with Type C (filament) lamps started out with lamps bare, so did practice with F lamps. This was not because illuminating engineers did not know better, but because the public was using the

F lamp for general lighting applications prior to the time suitable low-brightness luminaires had been developed. As a matter of fact, the brightness of the F lamps is somewhat higher than that of enclosing globes.

The use of F lamps bare in an area can be expected to produce a lighting result somewhat comparable, over all, to that obtained with enclosing globe lighting—sometimes it may be worse, sometimes better. It is obvious, however, that the brightness ratio between the brightness of the work and the brightness of the lamp (even at 50 foot-candles, it is something like 40 to 1) is too high for the lamps to be used bare in offices, drafting rooms, classrooms, etc.

Study indicates that for maximum comfort with fluorescent lighting, the brightness of the present-day F lamp must be shielded completely from the normal field of view—that is, a shielding zone⁷ of something better than 60 degrees should be provided. Current louvering practice, however, as a rule does not go beyond 45 degrees shielding crosswise (transversely) and 30 degrees shielding lengthwise (longitudinally) because of practical considerations. Unfortunately, many so-called "shielded" equipments do not provide adequate brightness protection.

Except for the high ceiling brightness in the normal field of view, indirect lighting with Mazda C lamps provides a quality of illumina-

⁷Measured from the horizontal.

tion which is eminently suited to the classroom. Fluorescent lighting practice, therefore, should duplicate those features of indirect lighting which are good. F lamps can, of course, be used in indirect lighting equipment, and this has been done. Brightnesses in the reflected glare zone are quite low, and the brightness of the ceiling may be concealed to some extent by the large area of the suspended units. Some relatively low-brightness semi-indirect equipments are also being employed. While such units definitely provide desirably low brightness in the reflected glare zone, care must be exercised to assure that they do not become too bright in the direct glare zone.

The problem of reflected glare is present with fluorescent systems having relatively high brightnesses exposed to the work, even when the units are well shielded in the direct glare zone. Below 30 foot-candles, the reflected glare with the lamps "seen by the work" is noticeable enough to be quite objectionable. From 30 to 50 foot-candles, the effect is still not too good. Above 50 foot-candles the effect is reasonably satisfactory but is not entirely eliminated. From the standpoint of reflected glare best results are obtained by spreading the lamps out over the ceiling as widely as possible rather than "bunching them up" in multiple⁸ lamp equipments.

⁸Reference is made particularly to luminaires accommodating more than two lamps.

It appears that the ultimate application of F lamps will be in units recessed in the ceiling with the bottoms either open and louvered (Fig. 3), or glazed. Even with the lamps spread out as they are by a system of this type, reflected glare is something of a problem.

When the lamps are "bunched" in multiple lamp equipments and mounted on the surface of the ceiling, the results are quite comparable to those obtained with an enclosing globe system, even when the equipments provide good brightness protection. From the quality of lighting standpoint, when multiple lamp units are employed, it is more desirable to use suspended equipments which have an upward component. These produce a larger area light source which gives an effect more closely resembling that obtained with indirect lighting.

Lighting Practices in Wartime

Due to wartime lighting restrictions, there has been little activity in school lighting. Industrial lighting, however, has made great strides, and better office and drafting room lighting have also made their contribution to the war effort.

Since shop areas in schools may reasonably be expected to follow in the steps of the work-world practices, and since the visual tasks in the classroom are of the same type and order of severity as in the office and drafting rooms, it is interesting to observe that good practice in progressive war plants is providing 30 to 60 foot-candles (Fig. 4); in offices and drafting rooms the range is 30 to 50 foot-candles, with some higher.

Lighting Practice With Daylight

There has been a trend toward a greater utilization of natural lighting, particularly on



Fig. 3. Recessed aluminum-finished "troffers" utilizing 40-watt white F lamps in a large general office in Peoria, Illinois. The installation is designed to provide of the order of 50 footcandles average-in-service.

the West Coast. Originally bilateral lighting was subject to considerable criticism when windows were located in the side walls. This was because windows were used low down in both walls with the result that there was no place where the student could turn his eyes without having the high brightness of the windows in the field of view. Current practice is striving to put the second set of windows well up out of the normal line of vision. There

are advantages and disadvantages to the various types of construction from other standpoints than lighting, but we are looking forward to developments which will provide better lighting and seeing conditions in the classrooms with natural lighting.

It is quite probable that even with the best daylighting it will be necessary to use shades some of the time, and therefore it is essential to educate teachers to utilize shades to provide the maximum illumination in the classroom which can be provided without the usual trouble given by daylight glare. It is not impossible that some daylighting will be able to provide a relatively uniform 100 foot-candles throughout the classroom and do it for a reasonable portion of the school year, at least in those climes which are more favored by winter weather conditions.

In connection with photographs of classrooms which apparently illustrate the effect of the natural or artificial lighting presumably illuminating the area, it should be pointed out that practically all of these photographs are taken with the aid of supplementary or photographic lighting which does a great deal to distort the true picture. As a rule, the distortion is always to give a much more favorable impression of the lighting in the area than would ever be obtained by a personal inspection. When studying photographs which give an impression of a well-lighted room, look carefully for shadows on the walls, high lights on furniture, and brightnesses on vertical surfaces which simply could not be produced by the lighting system shown.

Related Practices

As indicated earlier, the most important contribution toward the achievement of comfortable seeing conditions is the "brightness

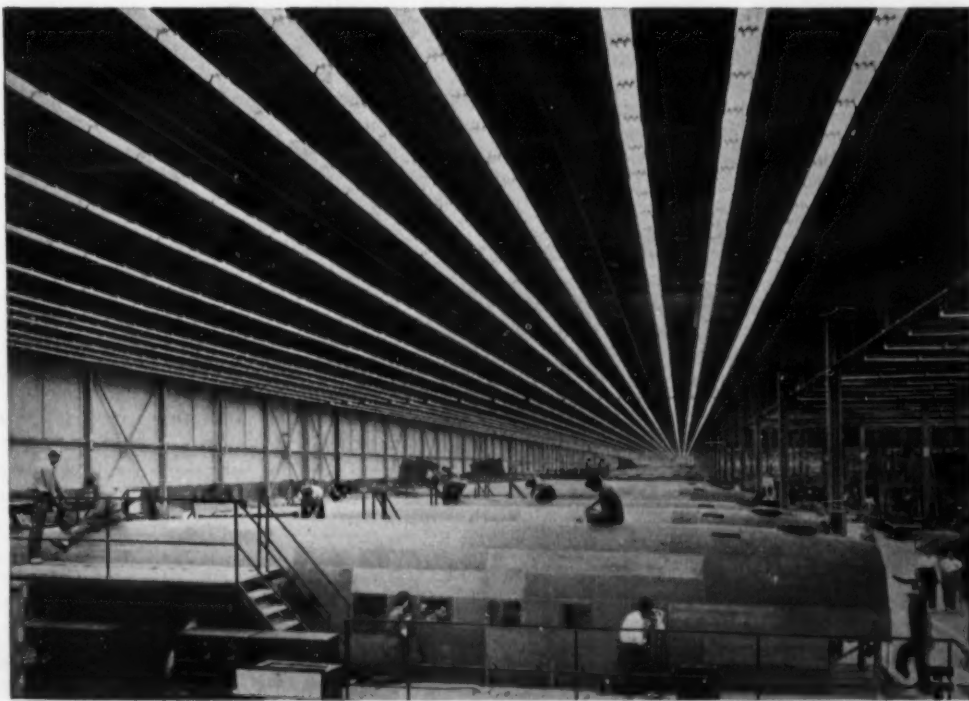


Fig. 4. Industrial reflectors and 100-watt white F lamps in an aircraft assembly plant. The installation is designed to provide of the order of 55 footcandles average-in-service.—Design and Construction by the Austin Company.

engineering"⁹ of the entire area in the field of view. This requires that brightness ratios between books, desk tops, floors, walls, chalkboards, etc., be reduced. Lighter desk tops than those in general use are particularly desirable. Practice along this line is progressing in the office field and it is reasonable to suppose that eventually something will be done about it in the school.

Related to obtaining comfortable brightness ratios in the classroom is the matter of using color to achieve desirable effects. Almost any color can be varied in saturation to produce a given reflection factor. Thus, an area could be uniformly bright and still not be monotonous in appearance because of the use of harmonizing colors. Schools have made great progress in the application of colors to the sidewalls of classrooms, libraries, etc. Possibly classrooms can be treated differently with regard to wall colors and finishes for furniture. Shades which match the color of the side walls can be provided for covering dark chalkboards.

The desirability of larger rooms, pointed out by Bursch¹⁰ will possibly require a greater utilization of artificial lighting. However, as lighting practice in the classroom follows in the footsteps of that in the office and the factory, this will happen anyway. At the same time, the greater component of artificial lighting would make it possible to be less dependent upon daylighting, and therefore lower-ceiling heights might be utilized which would result in savings in construction and operating costs. Even where excellent natural lighting can be provided for the majority of the classroom hours, the best practices in artificial lighting need to be depended upon to supplement daylight on dark days and to provide all of the light at night.

Another vast related field is the production of classroom "tools" which have higher visibilities. The book, "Reading as a Visual Task"¹¹ by Luckiesh and Moss is recommended to those who would investigate this field.

Since the effectiveness of a given type size is at a maximum when the reading material is held normal to the line of view, there should be a continued use of the tilt-top desks, or of collapsible bookholders for use with old style desks.

Visual education appears to be having a greater and greater share in the teaching process. As children are exposed to this type of seeing condition for longer and longer periods, we should have some idea as to the best practical way in which this particular visual task can be eased. Fundamentally, it is desirable to have the surroundings of the same order of brightness as the screen. The difficulties which are introduced are obvious.

Conclusions on Artificial Lighting

For new lighting where enough money can be allocated (for the lighting system) to do a

good job with F lamps, fluorescent lighting is recommended. If under 30 foot-candles of fluorescent lighting is to be utilized, it should be supplied by indirect luminaires or by semi-indirect luminaires having a low brightness in the reflected glare zone. If over 30 foot-candles of fluorescent lighting is to be employed, any light distribution can be used, provided that the luminaires are well shielded in the direct glare zone and the light source is "spread out" over the ceiling.

Where it is not possible to allocate sufficient funds to cover the first cost of satisfac-

tory fluorescent lighting, tungsten filament lamps should be used in indirect luminaires.

For the relighting of old buildings, the use of F lamps may reduce the amount of rewiring necessary. The saving thus made may offset much of the initial cost disadvantage of a fluorescent system. For rewiring jobs, it is well to keep in mind that the capacities of branch circuits can be doubled by changing them over from 115 volts to 230 volts—an alternation which may not be particularly difficult of accomplishment.

Nashville Board Asks Teacher Cooperation

Close cooperation between the board of education of Nashville, Tenn., and the teaching staff of the city schools is sought in a plan recently put in operation by the board. A panel of three teachers, selected by a vote of the City Teachers' Association, has been accepted by the board. In a statement of policy, presented to the board by its president, Mr. William Hume, it is held that "A primary obligation of the city school board is to promote and maintain such general policies in the operation and conduct of the schools that the students will be provided with the very best instruction, general training, and school facilities that are possible under existing circumstances and conditions."

"A primary obligation of the principals and teachers is to employ their best efforts in teaching and training the students to the end that they may develop into the highest type of useful and intelligent citizens."

Fundamental Interests are Identical

"The important basic purposes of both the board and the teachers and the goal sought to be accomplished are so fundamentally alike that their efforts should at all times be so co-ordinated and geared that the great objective of each shall move forward as one united mission in meeting and dealing with the problems and opportunities presented by a changing and advancing civilization."

"The teachers are aware of their own problems as teachers and know at firsthand many of the problems of the students. They have a large store of valuable information that has been gathered over a period of many years and are capable of developing and presenting suggestions that would be helpful in charting the course of our schools during the difficult years immediately ahead. A genuine devotion to the task that is theirs is manifested in the faithful and efficient services the teachers are performing. They can be depended upon to lend their best efforts to any undertaking that makes for the best interest of the school system."

"The counsel and active cooperation of an authorized and accredited panel of representative teachers should be welcomed by the board because it would develop a better understanding and closer cooperation between the board and the teachers, and the advice and assistance of such a group would be of real assistance to the board in connection with various problems that will arise during the war and the immediate postwar period."

The Plan Adopted

To make its point of view effective, the board has adopted five resolutions as follows:

"1. That the Nashville City Teachers' Association be invited to select from its membership one principal and two teachers of its own choice, who shall be known as The Teacher Panel, that will serve as an auxiliary to the board of education."

"2. The members of the Teacher Panel shall be invited to attend all meetings of the board, shall have the right to take part in discussions and present such information and recommendations to the board as they shall from time to time consider advisable and expedient. However, before a formal recommendation is made to the board, the Panel shall first discuss the question with the superintendent of schools in order to have the benefit of his advice and counsel, which is in accordance with the general practice of the regular committees of the board. The Teacher Panel shall serve on special assignments and committees if and when requested by the board."

"3. The Teacher Panel shall be recognized by the board as the accredited representatives of the teachers and it is expected that among other things they shall present to the board the viewpoint of the teachers on questions affecting the conduct and operation of the school system generally and on problems affecting the teachers individually."

"4. The members of The Teacher Panel cannot be given the privilege of a vote on questions determined by the board because it would be contrary to the present provisions of the city charter."

"5. The Teacher Panel shall serve for the rest of the calendar year 1944. In January, 1945, the board will determine whether the plan is making a worth-while contribution to the general good of the school system and whether and under what conditions it shall be continued."

POSTWAR PLANNING CONFERENCE

A conference on the "Planning of Postwar School Buildings" will be held July 10 and 11, in the School of Education Building at Indiana University, Bloomington, Ind.

Schoolmen with a national reputation in the several fields will address the conference and consult with the visiting school administrators and school-board members.

Information concerning the conference may be obtained from Mr. H. E. Moore, director, Bureau of Teacher Recommendations, University School, Bloomington, Ind.

⁹Brightness Engineering, Illuminating Engineering, February, 1944 (Vol. XXXIX, No. 2), p. 75.

¹⁰"The Planning of Classrooms for Postwar School Buildings," AMERICAN SCHOOL BOARD JOURNAL, January, 1944 (Vol. 108, No. 1), p. 15.

¹¹D. Van Nostrand Co., Inc., New York.

School Administration in Action

Promoting Good Health in the Riverside Public Schools

L. J. Hauser¹

The President of the United States has emphasized the importance of maintaining good health and building strong bodies among the children and youth of our land. It is well that the urgency of the war has brought about a renewed interest in the need for health education. It should be kept in mind, however, that health education is a basic need in time of peace as well as war. The public school must accept this responsibility by giving constant and careful attention to the physical condition and health habits of each child. The health program of the Riverside, Ill., schools includes the work of the school nurse, classroom discussions under the guidance of the teachers, the activities and instruction of the physical education department, and the helpful cooperation of the local health department.

ROUTINE INSPECTIONS. Regular routine inspections of the children are made during the year by the school nurse. The weight of the children is also checked each nine weeks. In case the nurse finds any indication of serious defects, the parents are informed and advised to see the family physician.

CHECKING ON ILLNESS. In addition to providing "first aid" for emergency cases, it is the function of the school nurse to check on all cases of illness. Before a child can return to school after an illness, his or her return must be approved by the nurse, who also indicates the extent of the physical education activities that may be pursued. In the case of the outbreak of a contagious disease, daily routine examinations are given to the children in the room affected, in order to check the spread of the disease. The cooperation of the parents is solicited through a note sent to the parents.

The teachers, as well as the nurse, are constantly on the "lookout" for signs of colds and other contagious diseases. By temporarily eliminating such cases from school, the health of the general student body, as well as that of the individual affected, can be protected and the danger of an epidemic minimized.

DENTAL CHECKUPS. The local dentists have made available their services for a checkup on the teeth of the children since 1938. These inspections have proved very helpful in emphasizing the importance of the care of teeth and the need for remedial treatment. Because of the tremendous pressure of work, it was not possible for the dentists to carry out this project during the past year. These inspections will be resumed in 1944.

BUILDING STRONG HEALTHY BODIES. An opportunity for the development of strong healthy bodies is provided through our pro-

gram of physical education. Definite periods of 20 to 30 minutes daily are set aside for such classwork in grades 1 to 5. Each class in the Intermediate School has a period of 50 minutes three times a week one semester, and twice a week during the other semester. Provision is also made for various athletic activities under supervision in the morning before school, the noon hour, and after school. In grades 5 to 8, a regular schedule of intramural games in baseball, basketball, and touch football is carried out for the boys, and a similar

program in baseball, basketball, and volleyball for the girls. Such a program makes a real contribution to the improvement of the physical and mental health of the child.

EFFECTS OF ALCOHOL AND TOBACCO. All of the children of the school are given a basic understanding of the harmful effects of tobacco, alcohol, and "dope" in general science. An attempt is made to establish scientifically the conclusion that smoking is harmful to children, and that excessive smoking is harmful to adults. Two important effects of the use of alcohol are emphasized; first, the excessive or constant use of alcohol so weakens the body that the victim succumbs more easily to disease; and second, that it causes many bad social effects, including the menace of the partially drunken automobile driver. The harmful effects of opium, cocaine, and marihuana are also presented.

The Cynical Teacher

Charles I. Glicksberg¹

There is no body of professional workers more zealous, self-sacrificing, and devoted in their services than the teachers of this country. This much must be said and heavily stressed in all fairness lest a mistaken impression be given when we consider a small lunatic fringe, a very small but vociferous minority of disgruntled cynics. Their importance, however, is out of all proportion to their number because their disaffection is so loud and persistent. It is, therefore, necessary for the administrator to be at least aware of their presence, of the nature of their maladjustment, and of the symptoms by which the cynics of the profession can be spotted. But more important than diagnosis is preventive as well as remedial treatment: an approach that calls for tolerance, generous forbearance, and a mellow understanding of the foibles and limitations of human nature.

Cynicism sours the temperament of some teachers. They enter the profession with high ideals. At the beginning of their careers, they are filled with radiant plans for the future; they will make of their calling a work of devotion. But after years of experience in the classroom, when security and routine have taken the edge off the wine of novelty, they become bitterly disillusioned or they fall into a comfortable and equally cynical rut, or both. The former type develop into blatant malcontents; the latter settle down, preferring to adjust themselves to the requirements of the administration and remain at ease in Zion. It is the grievance monger who spreads disaffection and sublimates his frustrations—say, to gain promotion—in generalized criticisms that often degenerate into personal attacks.

Teachers of this stripe—and they constitute, it should be pointed out, hardly one or at most two per cent of the profession as a whole—have no sense of balance, no under-

standing of the complex difficulties that beset the harassed administrator. All the fault-finder knows is that some pet scheme of his has been vetoed. Down with the principal. He is weak kneed, overtolerant, inefficient, inhospitable to new ideas, inflexible, a poor disciplinarian, a politician, a timeserver, a handshaker. It is amazing, the hodgepodge of contradictory charges leveled at him, but it is not so amazing when one psychoanalyzes the undercurrent of malice, envy, and at times even hatred, a hatred that is masked. It is nothing short of disloyalty. For these teachers who complain so loudly are often unaware of the implications of their remarks. Look for the meaning behind their words and you will discover their underlying motive: these frustrated malcontents, fortunately very few in number, are convinced that they would make far better administrators, if given a chance, than the present incumbents. Since they cannot say so openly, they take the circuitous route of sneering and sniping at the administration.

How Cynicism Develops

After a time, this becomes a fixed habit. Nothing pleases these seekers after perfection. Others may entertain doubt or waver in their convictions; they know for a certainty. For every problem, no matter how complicated or controversial, they have a ready solution. But their suggestions, they complain, will be ignored. Only "politicians" achieve promotion and high position. From the superintendent down, the administration of the school is marked by favoritism, rank inefficiency, waste, incompetence, and even graft. It is not what you do but whom you know that counts. Idealists in the profession are fools, and naïve fools at that.

After all, the easiest attitude to adopt is the absolute cynicism. As things have been, they will remain. Nothing fundamental will be changed.

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²New York, N. Y.

These teachers, discontented with their lot, make themselves miserable by harping on the theme of injustice. Some become mildly neurotic in their fixation. Regardless of their chronological age, such teachers are among the prematurely aged, the joyless, the disillusioned, the cynical. The remedy for such a negative attitude toward teaching is creative vision, creative imagination. Unlike most work, teaching deals with human beings, with the young. The educative process generates electricity; it is an exchange of ideas, a communion of the spirit, a common quest for understanding and illumination. It should be an adventure, a challenge, a quickening of the pulse, a widening of horizons. Here are students at the most impressionable and formative period of their lives. The teacher should accompany them as guide on a voyage of discovery, the immediate aim of which is self-actualization.

A case history (each principal could probably cite others more interesting) could be recorded of one teacher who had a mania on the subject of the administration of the school. Day after day, he would walk with a dejected stoop into the teacher's room, sit down with a scowl, and expatiate irately on the "wicked administration." No good could come of it, just as no blasted tree could be expected to yield fruit. The list of his indictments was staggering; the irresponsible and dictatorial way the finances of the general organization were managed; the unaccountable refusal of the principal to support his scheme for collecting scrap by a door-to-door campaign; the laxity in handling disciplinary cases; the principal's alleged toleration of laziness and shirking among teachers; his "stubbornness" in turning down a students' "field day"; his "failure" to show appreciation for the successful contribution of teachers. The list could be prolonged indefinitely.

Handling the Grumbler

The grumbling teacher is a thorn in the flesh of the conscientious administrator. If his school is democratically run, the principal has no authority and little control over such overt expressions of discontent. The right to criticize, the right of the intransigent minority, even in wartime, to air its views, is sacred and inalienable. It is the heart of our democratic social order, and it is as essential to the healthy functioning of a school system as of a nation. But if the principal is powerless to suppress such symptoms of disaffection among the lunatic fringe, he is not without resources to cope with the problem. Moral suasion is more effectual than reprimands or subtle punitive measures. And even better than moral suasion is the doctrine expounded by *works*. If the principal endeavors to be conscientious and efficient in the performance of his duties, he need fear no critical assault, no disapproval, no disagreement. In life as in administration, his conscience must be his guide.

But conscience, as the psychoanalysts have demonstrated, is a flexible instrument. The wise and experienced principal knows that some teachers love to find fault. But the administrator must not lay that flattering unction to his soul and dismiss grievances—eventually they do reach him by the "grapevine"—as without foundation. He must be objective, impersonal, unsparingly honest in his assessment of the merits of any proposal.



Theo. L. R. Morgan
Superintendent of Schools
Passaic, New Jersey

Mr. Morgan, who has been elected superintendent of schools at Passaic, N. J., was formerly head of the schools of East Rochester, N. Y.

A native of Tupper Lake, N. Y., Mr. Morgan was graduated from the Tupper Lake High School, and attended St. Lawrence University from 1920 to 1924. He was graduated from the University in 1934 with the M.A. degree in education, and is at present pursuing work leading to the advanced degree of Ed.D.

Mr. Morgan has had an extensive experience in educational work. During the six-year period from 1924 to 1930 he served as principal at Parishville, Geneva, and East Rochester, N. Y. In 1934 he was elected superintendent at East Rochester, where he remained until his present appointment.

He was president of the Monroe County Teachers' Association from 1938 to 1939, and chairman of the Western Central Zone Administrators in 1943.

Since the human equation cannot be eliminated, since he is himself human, he must guard against emotionalized prejudices and personal dislikes. Every teacher, no matter how crotchety or incompetent, has a right to be heard, is equal before "the law." In the schools, figs may grow even from thistles. After weighing the pros and cons, the principal is prepared to decide whether or not to take action. He is to be commended if, when in doubt, he consults the views of the teachers whose sobriety of judgment he respects.

Dealing With Unfounded Protest

In one school recently the Victory Corps and a committee of teachers were asked to boost the sale of war stamps by means of favorable publicity. Immediately the winds of criticism were unloosed. Two teachers connected with the campaign took umbrage. This constituted an indictment of their regime. What fools they had been to "slave" so devotedly! Rank ingratitude! And why did "that man" want publicity? Actually to increase the sale of war stamps? No, he is eager to publicize the school in order to obtain additional glory for himself. That is his motive, much as he may cover it up. Perhaps he is gunning for promotion. Perhaps he is jealous of the newspaper publicity other schools have received.

How point out to these noisy malcontents that to attack motives is a form of *argumentum ad hominem* that cuts both ways; that it is unfair and dishonest because it is

insusceptible of proof. What must be judged is the action itself, not the presumed intent. And in this case the purpose was educationally sound. Publicity would make the students proud of their school. Furthermore, it would engage them in educationally desirable activities. In addition, it would arouse their enthusiasm, deepen their patriotism, make them more fully aware of the implications of the war and of the part they must play in it. Finally, publicity is an essential function of the school.

The amusing feature of the protest was that it simmered and died out. A survey of student opinion revealed that the students would support the publicity without reservation. In fact, they urged that more dramatic steps be taken: parades, band, and orchestra concerts, amateur shows, dances, rallies. When the teachers in charge of the drive reflected on this, they plunged busily into plans for carrying it forward. By his patience and forbearance the principal had won a tactical victory. The fruits of the campaign confirmed the soundness of his judgment.

Basis of Grumbling

Paradoxically, grumbling to a certain point is healthy; it affords an outlet for restless energies, for ambitions, for idealism. But if it is persisted in over a period of years without being drained off in action, it degenerates into chronic faultfinding and ends in unadulterated cynicism. Of the two, the embittered faultfinder and the morose cynic, the latter is the more dangerous. He is destructive of morals; there is no defense against his sneering attacks, his debunking tactics, his lack of faith in God or man. Everything connected with pedagogy is buncombe—everything, that is to say, except the monthly check. The professional cynic refuses to stomach this sanctimonious twaddle about promoting the welfare of the young or improving the quality of education. That is a smoke screen designed to fool a gullible public; it is a mask worn, a stylized and conventional gesture, a figure of speech. Inherently everyone is out for himself, and it is the desire for promotion rather than duty which animates the leaders of the teaching profession. Profane in his disillusionment, the cynic takes particular delight in deflating innovations in education and experimental methods in teaching as fine phrases of professors of education. In short, everything connected with their lifework provokes ridicule and unprintable derision.

The fierce grumbler, on the other hand, is a frustrated idealist; he desires nothing less than perfection, and if the administrator, being human, fails to achieve it, he is roundly condemned. Has he turned down a suggestion? Then he is fearfully conservative, a stick-in-the-mud. Petty jealousies, personal grievances, ambitions—these complicate the problem. The administrator must retain his balance, his sense of humor, and above all his charity. Whatever tales are brought to him, he must listen to with forbearance and suspended judgment. He must refrain from discussing the character or qualifications of teachers with other teachers. That is disruptive of confidence and morale. Eventually the secret leaks out—the injudicious remark, the harsh judgment; and resentment is born, an enemy has been made. Even more difficult is the task of the principal in deter-

(Concluded on page 65)

SCHOOL-BOARD PROCEDURES

With Special Reference to the Use of Hearings

Jesse B. Sears, Ph D.

(Concluded from April)

10. Fifteen Points

The main points of this article, which is concerned with school-board methods in general and with the method of hearings in particular, may be summed up as follows:

1. More attention should be given to a study of the methods available for carrying on the work of boards of education before we debate the question of doing away with boards.

2. This article is concerned with hearings as one method available to boards, and has stressed the fact that the real worth of hearings or of any other one method or administrative device cannot be considered separately. Each method or device is a part of a system of controls and directions.

3. A further point stressed is that no board method or procedure, or no system of controls and directions, can be evaluated except in respect to its effectiveness in the field of service for which it is chosen. This leads to the point that:

4. Administrative devices, procedures, techniques, and methods are built up on the ground, and not brought in ready made; that they are derived from a study of the functions they are to perform and of the conditions and circumstances under which performance must be carried on.

a) A board's realm is legislative and not administrative and includes the making of policies and plans, the making of decisions and agreements on cases brought to it, the authorizing of actions of its executive, the checking or verifying or evaluating the effects of its own actions.

5. A major difficulty in evaluating or in selecting or in developing school-board methods is noted, in part due to the fact, that the line of cleavage between board functions and administrative functions is difficult to define in practice, and that a method suited to perform legitimate board work may be ill suited when used by a board to perform the duties of a superintendent.

6. The legislative function as the realm of board action was analyzed and explained as a basis for an examination of the one method of work referred to as a hearing. This was followed by a like examination of the circumstances and conditions that affect board work in a major way. These analyses lead to a classification of the bases for board action as those that should follow the dictates of science and those that should rest upon the will or the wishes of the people.

7. In a further analysis of the bases for choice of methods to use it was brought out that a method must be judged by its effects not upon immediate results only but upon the whole set of values for which the board is responsible, and with future as well as present interests in mind.

8. This analysis brought out, further, that when one takes out the board actions that are fixed by law, plus the actions that should be dictated by science, plus those that are dictated in part by law or science or by both law and science, plus those on which the board knows the wishes of the people very well without consulting them, it has a relatively small area in which it should seek an expression of the people by use of such a method as the hearing.

9. In a search for the field in which a hearing might be a useful method it was brought out that growth of population, growing complexity of the processes of life, and a growing science of education have produced a widening of the gap between the people and their schools, a trend inconsistent with and dangerous to the purposes of free schools in our country.

10. Since the hearing provides a contact between the people and the schools where anxieties may be examined it would seem to be a method useful for resolving anxieties and so of reducing the gap that separates the schools and the people.

11. Some reference was made to the legal status of hearings in sample states. It is required as a procedure under varying circumstances in different states in connection with such matters as dismissal of teachers on contract, expulsion of children from school, passing of the budget, and levy of school tax, and in some form may be required in any state under constitutional right of petition. There is no state in which use of this method by a board is forbidden.

12. The connection noted between the device of hearings and those of public election, informal conferences, interviews, consultations, and petitions, and even between hearings and public notices and announcements and advertising for bids, showed that by statutory compulsion in many cases, or on its own option in others, there has been developed a variety of techniques for exchanges between board and public. One might say that law and tradition have preserved many channels through which an individual or a minority group or the whole people may have access to their school authorities and means of making their wishes felt, even though through the years of population increase the process of direct school legislation by the people in district meetings has had to yield increasingly to board management.

13. By an analysis of the hearing itself, as well as of the statutory laws affecting its use, it is shown that the ends for which hearings are used vary from the settlement of disputes of a legal nature to simple informal expressions of ideas or the raising of questions; and that the methods of conducting them vary from the strictly legal techniques of court procedure to the simplest of friendly conversations. Accordingly, it follows that no general prescription can be made, either as to when or for what hearings may be used appropriately, or of how to conduct hearings. When and how to use them is in each case a distinct problem calling for careful study and sound judgment.

Practical Proposals for School Boards

14. As general guidance to a board as to whether to grant a hearing it is proposed:

a) That the board first consider all legal aspects of the problem and of the request for the hearing.

b) Decide whether there are other less time consuming, less spectacular, or less complicated means of treating the problem.

c) Consider, with total disregard of personalities, whether granting a hearing in a given case will result in gain or loss to the cause of education. Gain or loss may be direct or indirect, in the present or in the future.

d) If no gain can be anticipated as a result, the hearing would better be denied, except through the medium of written communications.

e) If granted, the extent and character of publicity to be provided for any hearing should be carefully considered with proposals "a" and "c" in mind.

f) The procedure for the hearing should be planned and agreed upon in advance — names of participants, time to be allowed, formalities to be observed, and records are important in proportion to the seriousness of the case.

15. Possibilities of abuse of the device of hearings are real. The following cautions are noted:

a) A public hearing can be made a useful opportunity for cranks and misguided or mean people to carry on activities that have no proper bearing upon education and no proper relationship to the schools.

b) Hearings are very time consuming.

c) Hearings may easily result in increased discord in the community.

d) Hearings can be used as a means of putting the board or the school staff or even the schools themselves on trial.

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RECOGNITION OF STATE SCHOOL OFFICES NEEDED

NATIONAL and state school authorities have complained with reason that the numerous federal agencies who are asking the schools to render war services or to undertake special activities of significance for the national government ignore the state departments of education. These federal bureaus are not interested in education as such. They go directly to the city and rural school boards and superintendents because the latter will carry out their wishes with the least scrutiny of the value of the service demanded and without objection to interference with orderly school procedures.

The situation suggests the need of strengthening the state departments of education in two directions. It seems advisable to get stronger state officials who will frankly stand up to the federal administrators and make clear that they disapprove of appeals and demands for school services, except when cleared by the Office of Education and routed through the state education departments. In many states the scope and function of the state offices should be expanded until their staffs include more specialists, ready to give more welcome help to the local school officers. This development of state authority over and direct administrative service to local schools can be given without loss of desirable local initiative and independence. The development of state school department services is fully in harmony with the original theory of school organization as a responsibility of the state. In the long run local rights and freedom of action will be preserved because the state school offices are close to communities, are more understanding of local situations, and are far more responsive to local wishes and ambitions than federal bureaus.

Federal grants in aid to local schools have been uneven particularly since the onset of the war. They have largely neglected opportunities for needed reorganization of administrative areas and for adequate readjustment of educational programs to local needs. Economy has been notably lacking. At the present time, there are large quantities of equipment used by CCC and NYA which should be turned over to school boards for use especially in secondary and vocational schools. Local school authorities are asking for these materials. There has been little evidence that the limited distribution made thus far has been on the basis

of the greatest utility or need. The most energetic local authorities with the best political approach have gotten what they desired. The state school departments which could have given valuable advice for placing tools, machinery, etc., where most needed, have been bypassed.

It is certain that, after the war, there will be further huge stacks of federal materials which should and will go to the schools and which should be distributed on the basis of carefully planned state allotments. There is certain to be a great program of federally aided public works, including school construction. All these federal activities should be guided by regularly constituted state agencies, in order that ultimate efficiency and educational economy may be achieved.

The re-education and training of servicemen has already begun in practically all states. The Federal Government has not followed the policy of making its contacts for training the servicemen through the state departments or through channels set up by them in the localities. Unless the state offices are given considerable authority in the matter, it may be expected that confusion and endless waste will result.

While local initiative in school control is basic for the success of the schools, there is much need just now for strengthening the state departments of education. Local school authorities can help by insisting that all federal projects be routed through the state offices, or at least have full approval of the respective chief state school executives.

RACIAL AND RELIGIOUS INTOLERANCE — A SCHOOL PROBLEM

THE question of combating racial and religious intolerance is receiving the attention of school authorities in some of the eastern centers of population. It has become evident that racial and religious antagonisms are not confined to adult groups but also extend their ugly fangs to school children. The history of bigotry in the United States records the rise and decline of Know-nothingism, APA'ism, and Ku-Kluxism. The evil presents itself again and again in unexpected quarters. While many sections are free, others are sadly afflicted.

If the rising generation is to be impressed with the spirit of democracy, it must learn first of all that racial and religious intolerances have no place in the social schemes of American life. The immigrants who have settled here have come from all parts of Europe and many other sections of the world. All religious denominations are represented. The Constitution of the United States guarantees freedom of worship and looks with disfavor on prejudice against or persecution of even a single individual who professes a given religious faith.

In the postwar era, if we are to live in

amity and peace, we must begin at home by finding adjustments based on justice and charity. Racial and religious intolerance must not prevail. Moreover, we must foster mutual respect and good will among ourselves if we are to strive for a world of amity and peace.

A SUPERINTENDENT AND HIS BOARD

THE Minneapolis board of education, which has had violent experiences in its educational and business administration during the past six years, has taken a number of constructive steps which promise to make secure for a high level of efficiency and public respect. Perhaps the most important of these steps was the survey made in 1942, under the findings of which important adjustments in the finances, personnel relations, and building utilization have been made possible. Now the board has made a further advance in the employment of a superintendent chosen from more than seventy candidates and based on carefully considered educational specifications and personal qualifications. The new superintendent, Mr. Willard E. Goslin, of Webster Groves, Mo., is coming into his new work with a clear-cut statement of his official functions and responsibilities — reported in the official minutes of the board:

If I come to Minneapolis as superintendent of schools, I come completely uncommitted to any individual, any group, any plan, or any specific program. I come here to bring whatever ability and background of training and experience I have to analyze and study the situation, to make recommendations and decisions, in the light of the facts as I see them. If I accept your offer I will do so only after being assured by this board that I am to be superintendent of schools in every sense of the word, and by that I mean, among others, these four things:

First, I am to have complete freedom to organize, reorganize, and arrange the administrative and supervisory setup in this school system in the light of study and as the need arises.

Second, the administration of financial affairs must be definitely lodged with the superintendent of schools and administered by him with the assistance of his staff.

Third, I am to be completely at liberty in connection with the discovery and recruiting of personnel: placement, transfer, and assignment, in order that we may use the major resources of the school system, its personnel, to the best advantage of the community and its schools.

Fourth, this board of education individually and collectively must be willing to refer the many and varied items that are called to its attention, to the superintendent of schools and his staff for study, analysis, and recommendation, recognizing of course, the board's prerogative to accept or reject recommendations as made.

In the opinion of informed local people the difficulties of the Minneapolis schools which developed during the depression and which have resulted in a serious deterioration of teaching and supervisory morale will require outstanding leadership in the coming years. In its sphere, the board of

education has demonstrated wisdom and courage in the handling of recent problems. With the services of a superintendent who is growing in executive stature, the Minneapolis schools should early regain the exceedingly high regard which they enjoyed locally and nationally.

PLANNING THE CLASSROOM

THE classroom as the basic unit of planning the school building has been under severe criticism in recent years. It is interesting to note that this criticism has related mostly to details of floor area, length and width; to height as affecting lighting and ventilation; to the arrangement and size of windows as the best means of securing adequacy and uniformity of illumination; to the construction materials used for floors, walls, ceilings, and blackboards as contributing to such purposes as safety in walking, control of sound, light reflection, and pleasing appearance; to the facilities for storing pupils' clothing, teaching materials, and books; to doors for convenience and safety. In all the planning the details have been carefully worked out primarily for such factors as economy, comfort, and safety. The assumption has been that planning in this way would contribute the maximum to the learning situation, and that as a result both teachers and children could do their best work.

Dan H. Cooper, in the *Elementary School Journal*, points out that this approach to classroom planning leaves the primary problem of schoolroom which is the "best stimulation of pupil learning . . . as yet largely unexplored." He would learn from teachers just what they consider necessary for an ideal teaching-learning situation. The problems of planning for safety, health, and comfort have been rather well solved. The next step is to learn just what is needed to accomplish better results in each of the subject areas. For example, in science, what will stimulate the pupil to take a greater interest in and to learn more science? What will urge the teacher to better his scientific background and to teach science more competently? Answers to a whole range of related questions and problems must be answered, in Dr. Cooper's opinion, before genuine improvement in schoolrooms can raise the true educational values of the classroom to a higher plane. For this end he recommends studies in teacher-training centers and in local school systems; the former for developing general ideas and principles, the latter for bettering local school facilities according to local needs, peculiarities, and procedures.

In a sense, the best school executives and architects have had in mind the pur-

poses which Cooper's suggestions would achieve. Their approach has been too limited and has not included sufficiently the equipment of rooms, which is possibly of greater importance than details of window arrangement, total floor area, and room finish. The school boards that are ultimately responsible for the buildings to be erected will welcome this new approach to schoolhouse planning. They will ask, however, that economy be considered, and that progress in building details be no more rapid than the ability of teaching staffs to use it.

LONG-TERM FINANCIAL PLANS

THE suggestion has been made that school boards consider at this time the formulation of long-term fiscal plans in order to meet postwar conditions. The notion is an outgrowth of the satisfaction enjoyed by administrative officers over the accumulation of cash surpluses on the one hand and the rapid reduction of bonded indebtedness on the other. Both elements of economic well-being, which are the results of the present war prosperity, will fade during the early peace years, unless plans are made both for the immediate period of reconstruction during which the outlays for plant rehabilitation will be heavy, and for the longer period of economic decline and especially for the ultimate postwar depression years.

Practically all municipal fiscal situations which represent an absence of, or a very small amount of, bonded indebtedness are the result of long-term adherence to sound plans of taxation and consistent efforts to achieve pay-as-you-go handling of capital outlay. Most cities have required a full generation or longer for debt redemption and for establishing in the minds of taxpayers the value of going forward generously and as fast and as far as reasonable tax levies will make possible.

In any long-range plan it will be necessary to establish a more liberal attitude toward the schools on the part of local taxpayers with available local taxes. It will be most valuable to establish surplus revenues for necessary future building programs and for the remodeling and educational reconditioning of obsolescent school plants. It will be advisable to cooperate with the state plans of school finance, to improve budgeting and accounting practices, and to find new or at least increased revenues for the new educational services. In all postwar planning for community improvement, the school authorities have a place and should raise their voices. To go along on a wholly independent basis or to allow the municipal and county govern-

ments to plan general improvement programs without consideration of the schools would be fatal to all sound development of the educational interests.

PARLIAMENTARY RULES IN BOARD DELIBERATIONS

DELIBERATIVE groups in the United States accept Cushing's *Manual* or Robert's *Rules of Order* as the basis of their parliamentary procedures. Questions as to the differences, if any, in the rules provided for the conduct of meetings are seldom raised.

The relative value of the two systems recently came before the school committee of Holyoke, Mass., which had adopted Cushing as the guide for its deliberations, while the chairman adhered to Robert's *Rules*. When the chairman ruled according to Robert that a motion to lay on the table did not require a second, his attention was called to the fact that Cushing requires all motions to be seconded before being put to a vote.

The subsequent argument in the committee revealed that the motions following Robert's *Rules* which do not require a second are: questions of privilege, questions of order, objection to the consideration of a question, call for orders of the day, call for division of the question, call for division of the assembly, call up motion to reconsider, filing blanks, nominations, and leave to withdraw a motion.

On the other hand, Cushing's *Manual* specifically says that all motions must be seconded and explains that this is to prevent an obstructionist from blocking legislative work with motions that do not have the support of another member of the body.

It is a responsibility of every board of education to choose its own rules on parliamentary practice so that the procedure of the meetings may be orderly and fully legal. Even when its choice is recorded in its written rules, a board still must depend upon the good judgment and fairness of its presiding officer to expedite its business.

PLANNING IS NECESSARY

Planning is looking backward at what we can learn from experience, looking around at what we can learn from observation, and looking forward to see where we are going. Planners make mistakes, but one should not draw the opposite conclusion that those who never plan, never make mistakes. It is also a mistake to do nothing under some conditions. The more difficult the situation and the more uncertain, the greater the need for careful consideration of the course of action or alternative courses of action. More than ever before, it is necessary to consider our way of action with all the facts, all the intelligence, all the judgment and vision at our command.—*Charles E. Merriam.*

AERONAUTICS IN GRADE SCHOOL

Lester H. Palmer¹

Aeronautics is taught in the Midlothian (Ill.) public school as another of the exploratory group classes that have proved so successful here. That is, the class is composed of about thirty pupils of the sixth, seventh, and eighth grades who engage in exploratory activities in the field of aeronautics for a period of eight weeks at one time. At the end of that period the class is disbanded and another group is organized.

The class is told at the start that the teacher is not a flier and that he and the students will explore and learn together. Many good books for study and a few simple tools to aid in the making of models have been provided, but otherwise equipment is conspicuous by its absence. This has not proved to be a hardship as the students are accustomed to improvising substitutes for expensive equipment.

Each student is required to make an oral talk to the class sometime during the term on some phase of aeronautics chosen by himself with the help and guidance of the teacher. These oral talks have in a large measure taken the place of teacher instruction and have been far more effective. The topics have been presented in the logical order of study and cover such important topics as, *how a plane flies, motions of a plane, basic airplane instruments, and structure of a plane*. After the student has prepared and given his talk he asks for questions from the members of the class. These generally lead to a lively discussion and are often the means of firmly establishing pertinent facts in the minds of all members. Later in the term such topics as *weather, aviation, interception, and types of airfoils* are taken up. The teacher has generally remained in the background during these talks, taking part only when a point was not well

¹Midlothian Public School, Midlothian, Ill.



(Above) Map study becomes a major interest in the aviation class.



(Left) The arithmetical aspects of aviation are made clear to the classes by practical problems met in flying.



Boys especially are intensely interested in problems relating to the construction and operation of airplanes. This interest is made use of in practically every subject taught in the school.

put or when a dispute arose concerning a point made by a speaker. The pupils are eager to learn about this fascinating subject and generally follow the speaker very closely.

Most pupils also make solid models, flying models, or gliders as projects during the class. We have had other interesting projects, however, such as model wind tunnels made from grocery boxes and house fans, remote control planes mounted on boxes of various sizes, models of airports, etc. Lack of space prevents telling of these useful undertakings in greater detail.

After three beginning classes we decided to offer an advanced class to those members of the first three classes whose work had been above average. This class has gone into detailed study of such topics as *weather, cloud formations, weather maps, altitude instruments, and directional radio beams*. The understanding of these topics by our grade school boys and girls compares very favorably with that of students on the high school level. One group of boys has written a simple textbook on basic aviation intended for use of beginners in succeeding classes, and others are making sample flight charts. We have scheduled an outdoor air meet for makers of models for which the students have drawn up their own rules.

The above-mentioned activities have been augmented from time to time by discussions led by the teacher. These have generally been on such timely topics as the recently announced jet propelled plane. The teacher often starts

(Concluded on page 48)

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(Concluded from page 46)

these discussions by reading from a magazine article. Questions generally lead to lively discussions which are entered into by a large percentage of the group. While the teacher guides these forums, he makes little effort to do more than that.

A few tests have been given and have merely substantiated the instructor's opinion of the high degree of learning. Many tests would be a waste of time.

Former students now in the armed forces have visited our classes and talked with them on various topics connected with aeronautics. The prestige of the uniform has made these talks very valuable.

We are nearing the end of our first year of aeronautics, and nearly a hundred students have studied aeronautics for one period of eight weeks. Except for the last group, which was hand-picked, the pupils have been a fair sample of the average pupil of the Midlothian school. But the results have been very impressive.

Our aeronautics students have learned something of the aerodynamics of flight, the theory of plane operation and control, and the principles of airplane structure. They have engaged in intelligent discussions about plane materials, speeds of planes, their motors, and the merits of various types of planes. Their understanding of navigation and altitude instruments is, of course, not complete, but it far exceeds our fondest dreams at the beginning of the year. They read weather maps slowly but accurately, and some have gone very deeply into this subject. Most of our aeronautics students can identify planes very readily either in the air or in pictures, and are anxious to discuss the relative merits of



Board of Education, Fort Wayne, Indiana

Left to right: Mrs. Wilhelmine H. Wilder, clerk; Mrs. Charles Goeriz; August J. Wiegand; Superintendent Merle J. Abbett; Ben F. Geyer, president; William T. McKay; Willard Shambaugh, secretary; Carl J. Carlson, supervisor of buildings and grounds.

various fighter planes with any informed person.

Our accomplishments were achieved easily and with the bare minimum of equipment. We believe, also, that the same excellent results could be obtained in any grade school where the children are of average intelligence.

Some Helpful Aeronautics Books

- Safety in Flight*, Assen Jordanoff (New York: Funk and Wagnalls).
- Through the Overcast*, Assen Jordanoff (New York: Funk and Wagnalls).
- Four Wings*, Assen Jordanoff (New York: Funk and Wagnalls).
- Elements of Aeronautics*, Francis Pope and Arthur S. Otis (New York: World Book Co.).
- Principles of Flight*, Bert A. Shields (New York: McGraw-Hill Book Co.).
- Principles of Aircraft Engines*, Bert A. Shields (New York: McGraw-Hill Book Co.).
- Wings for America*, Marshall Dunn and Lloyd N. Morissett (New York: World Book Co.).
- Elementary Meteorology*, Finch, Trewartha, Shearer, and Candler (New York: McGraw-Hill Book Co.).

Air Scout Manual, Boy Scouts of America, New York.
Aerodynamics, Boy Scouts of America, New York.
Aeronautics, Boy Scouts of America, New York.
Airplane Design, Boy Scouts of America, New York.
Airplane Structure, Boy Scouts of America, New York.

AN ALL-WOMAN SCHOOL BOARD

Near Cameron, Mo., for the first time in its history, three women set up the policies for carrying on the Deer Creek Rural School.

The turnover to women began three years ago with the selection of Mrs. Bess Wittmer. Mrs. Lee Estep came in next, after serving as clerk of the board for two years. Last year Mrs. J. E. Wallace succeeded her husband, and this year Mrs. Lynn Henderson came on to fill the unexpired term of Mrs. Wittmer.

The women explain that it is not always necessary to send out formal notice for a board meeting each month. All of them belong to the Deer Creek Sew-and-So Club which meets once a month. From a conversation of the board members one gleams that members of the Sew-and-So Club serve as special advisers to the board or that the board represents all of the women of the community, for it is often at the club meetings that school matters are decided.

Members of this club sew for the Red Cross but they study problems of education and home management. Mrs. Henderson represented them at a canning demonstration recently and will teach her associates the things she learned. This will mean healthier, better nourished families, therefore better school pupils.

At the Wallace's three children go by bus to the Cameron High School; Nancy and George attend the Deer Creek School, and another two are too young for school lessons.

Long Estep is in the sixth grade at the country school. His three older brothers attended the same school and later were graduated from the Cameron High School. Billy Henderson, too, is in the sixth grade and there's a little brother.

Ancestors, too, have been a part of this school. J. E. Wallace's mother, Mrs. George (Telitha) Wallace attended the first Deer Creek School. It was then a subscription school, and the teacher boarded around. Mrs. Henderson taught her first term at Deer Creek.

In March Miss Strassie Gall, county superintendent of schools, took the three board members to Maryville to participate in a meeting of county superintendents and school-board members of Northwest Missouri at the State Teachers College. The women listened and when some board members complained of poor teaching or not being able to find a teacher, Mrs. Wallace remarked, "We pay our teacher."

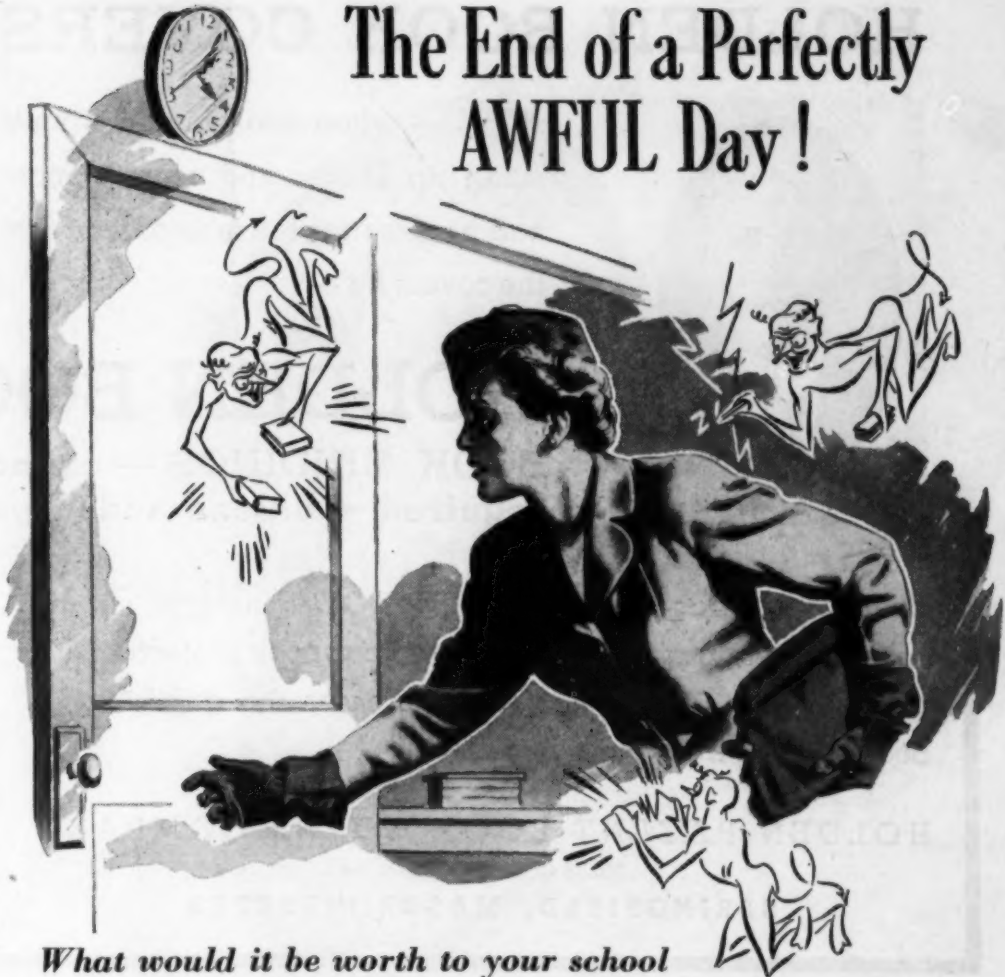


The All-Woman School Board, Deer Creek School, Cameron, Mo. Mrs. Lee Estep; Mrs. Lynn Henderson; Mrs. J. E. Wallace, chairman; Miss Strassie Gall, county superintendent.

Personal News

- SUPT. WILLIAM H. JOHNSON, of Chicago, has been re-elected for a third term of four years.
- SUPT. OLIN W. DAVIS, of Dayton, Ky., has announced his candidacy for the Republican nomination to Congress from the fifth district.
- DR. S. WILLARD PRICE, of New Britain, Conn., has been re-elected for a three-year term.
- SUPT. HAROLD T. RAND, of Rochester, N. H., has been re-elected for a three-year term.
- SUPT. FRANK M. BUCKLEY, of Putnam, Conn., has been re-elected for a three-year term.
- E. J. JENNINGS has been elected superintendent of schools at Quincy, Mich.
- H. E. HUTCHESON has been re-elected head of the schools at Talbotton, Ga.
- O. J. WEYMOUTH has been elected superintendent of schools at Sidney, Neb., to succeed G. F. Liebendorfer.
- SUPT. C. H. GREENE, of Southbridge, Mass., has been re-elected for the next year.
- GEORGE H. BOYDEN, formerly principal of the junior high school at Worcester, Mass., has been elected second assistant superintendent.
- SUPT. NOYES C. STICKNEY, of Killingly, Conn., has been re-elected for another year.
- SUPT. ERNEST W. FELLOWS, of Gloucester, Mass., has been re-elected for another year, to take effect on July 1, 1944.
- SUPT. CHARLES M. ROBINSON, of Townsend, Mass., has been re-elected for a three-year term.
- J. M. HERRMANN, of Windom, Minn., has been elected superintendent of schools at New Ulm.
- KEITH L. IRONSIDE, of Pine Island, Minn., will succeed Mr. Herrmann at New Ulm.
- SUPT. JAMES H. RISLEY, of Dist. No. 1, Pueblo, Colo., has been re-elected for a new four-year term. Superintendent Risley is completing his twenty-third year as head of the Pueblo schools.
- SUPT. H. E. ANDERSON, of Detroit Lakes, Minn., has announced his retirement, effective with the close of the current school year in June. Mr. Anderson has purchased a hotel and restaurant business in Alexandria and will in the future devote his entire time to his new venture.
- Mr. H. C. NORDGAARD, of Rush City, succeeds Mr. Anderson as superintendent of schools.
- SUPT. L. W. FAST, of Mt. Clemens, Mich., has been re-elected for another three-year term.
- CHARLES A. SMITH has been elected superintendent of schools at Delphi, Ind.
- SUPT. E. H. MELLON, of Champaign, Ill., has been re-elected for another term, with an increase in salary.
- MAURICE S. HAMMOND, superintendent of schools at Catskill, N. Y., has been given a release, to permit him to enter war work. Dr. Hammond has become a civilian member of operations in analytical supervision of bombardment training for the Second Air Force, at Colorado Springs, Colo.
- SUPT. HENRY E. SMITH, of Sheboygan, Wis., has been re-elected for a new three-year term, beginning July 1.
- FRED L. KELLER, of Tarkio, Mo., has resigned to accept appointment as head of the education department of Tarkio College. He was superintendent of schools at Tarkio for 13 years, and for 11 years of that time he was supervisor of the college practice teachers in the high school.
- GEORGE L. BLACKWELL has been elected superintendent of schools at St. Joseph, Mo. He was formerly acting superintendent.
- WALTER F. GROTT, of Irving, Ill., has been elected superintendent of schools at Litchfield.
- HAROLD U. CHALLAND has been elected superintendent of schools at Sterling, Ill. In addition to serving as superintendent, Mr. Challand will take over the principalship of the Central School.
- H. J. HAGEMAN has been elected superintendent of schools at Wisner, Neb., to succeed T. I. Friest.
- A. L. GRAY, of Alexandria, Neb., has been elected superintendent at Mechanicsville, Iowa.
- MAJOR JOHN A. JIMMERSON, former dean at State Teachers College, Peru, Neb., is stationed in England as deputy commandant of the Operations Branch of the armed forces institute. He was at one time superintendent of schools at Auburn.
- MAX R. MAY, of Creighton, Neb., has been elected superintendent of schools at Harvard.
- SUPT. JOHN NICKEL, of Daykin, Neb., has been re-elected for the next year.
- SUPT. CARL A. LUDINGTON, of Diller, Neb., has been re-elected for another year.
- SUPT. VICTOR F. DAWALD, of Beloit, Wis., has been re-elected, with an increase of \$500 in salary for the next year.
- MRS. EDNA FITZGERALD is acting superintendent of schools at Beattie, Kans. The entire school staff consists of women who have taken the places of men called to the armed forces.
- E. J. REYNOLDS is the new superintendent of schools at Moberly, Mo.

The End of a Perfectly AWFUL Day!



*What would it be worth to your school
to be rid of the noise demons?*


A TEACHER'S JOB IS HECTIC ENOUGH these days, without having her energy and efficiency sapped by the noise demons. Their unceasing din in classroom, hall, and gym is enough to send any teacher home nervous and irritable . . . contribute to the restlessness and inattention of pupils, too. Yet it's easy to put an end to these

trouble-makers—once and for all—simply by installing economical ceilings of Armstrong's Cushiontone.

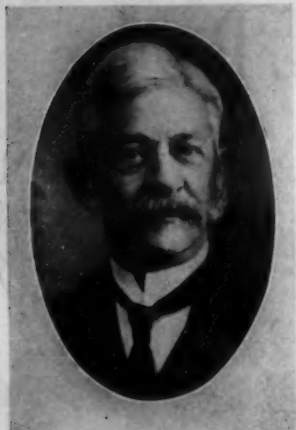
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School Board News

► St. Louis, Mo. The board of education, which recently secretly investigated itself to determine if members had violated the anti-patronage rule, has exonerated itself of charges made by former Comptroller James J. Lee. The committee of the whole which made the inquiry reported that each member of the board contradicted under oath all essentials in Mr. Lee's statements. The latter had charged that the board's insurance policies were distributed on a basis of friendship rather than bids.

► Tulsa, Okla. The board of education has accepted an allotment of \$165,000 from the Lanham Act fund for providing additional school facilities in a war-industry area.

► Houston, Tex. The school board has adopted new tuition rates. Rates for the white schools are \$8 for one subject and \$11 for two subjects. At the Negro schools the rates are \$6 for one subject, and \$9 for two subjects.

► Indianapolis, Ind. The board of school commissioners has approved a new schedule of wages and working conditions for the janitorial staff. The plan provides for the classification of all school buildings into eight groups, with ratings according to the duties and responsibilities of the custodians, size and age of the building, type of heating equipment, and other factors bearing on the custodian's work. Differentials in wages of custodians have been established, varying from \$15 to \$50 per month, according to each building's classification. The differentials will be added to the basic scale set at \$140 per month.

The plan will result in increases in wages of custodians, ranging from \$10 to \$22.50 a month. All janitors will receive flat \$10-a-month increases. Wages of firemen were increased \$20, engineers \$25, and matrons \$5 per month.

► New York, N. Y. The board of education has acquired more than \$260,000 worth of surplus NYA and army salvage equipment, ranging from airplanes to welding machines for use in the trade and technical classes. Of the total equipment, machinery and tools valued at \$77,760 has been received from the NYA, and \$13,790 worth of material is still to be acquired for school use. The army material includes engines, airplanes, propellers, and nosepieces. It is expected that additional materials and equipment will be available to the vocational schools after the close of the war.

► New Britain, Conn. A new system for classifying pupils according to health has been adopted for the city schools. The system, devised by Dr. F. D. Ellis, is based on the selective service form, and the main purpose is to have pupils in good physical condition and free from disease in order that they may live long and enjoy good health. Pupils who are free from defects are put in Class 1-A. Then there are the various grades from 1-A down to 4-F.

► West Springfield, Mass. The school board has voted to return to its former policy of not allowing press representation at board meetings. The new "secret session" order will prevent the publication of any opinions expressed or arguments presented by members of the board and will allow only statements of votes taken.

► Beloit, Wis. The school board has created an advisory committee on recreation, which is to act as a clearinghouse for recreational activities, to help establish definite policies of the city recreational department, and to assist in bringing about the correlation between all recreational agencies and departments. The committee will initiate plans for playgrounds, for swimming facilities, and for supervision by trained personnel.

► New Bedford, Mass. The school board has approved a recommendation of Supt. E. T. N. Sadler, providing new sick-leave regulations to become effective September 1. The new rules

provide that school employees shall be eligible for sick-leave with full pay, on the basis of one day for each month of service in the school system. The sick-leave pay will be cumulative for not more than 60 calendar days.

Permanent employees, who have been in the service of the schools for five or more years on September 1, will be considered to have the maximum sick-leave to their credit without consideration of such leave as they may have acquired in the meantime. Employees who have been in service less than five years will be allowed one day for each completed month of service by September 1, regardless of any previous leave.

► Everett, Mass. The school board has inaugurated an evening preinduction course in machine-shop practice in the Whitney school.

► Bridgeport, Conn. The school board has approved a revised schedule of school-building rentals. The changes include the following:

High school auditorium, commercial and admission affairs, \$50; civic and nonadmission affairs, \$30.

Elementary school auditorium, commercial and admission affairs, \$35; civic and nonadmission affairs, \$20.

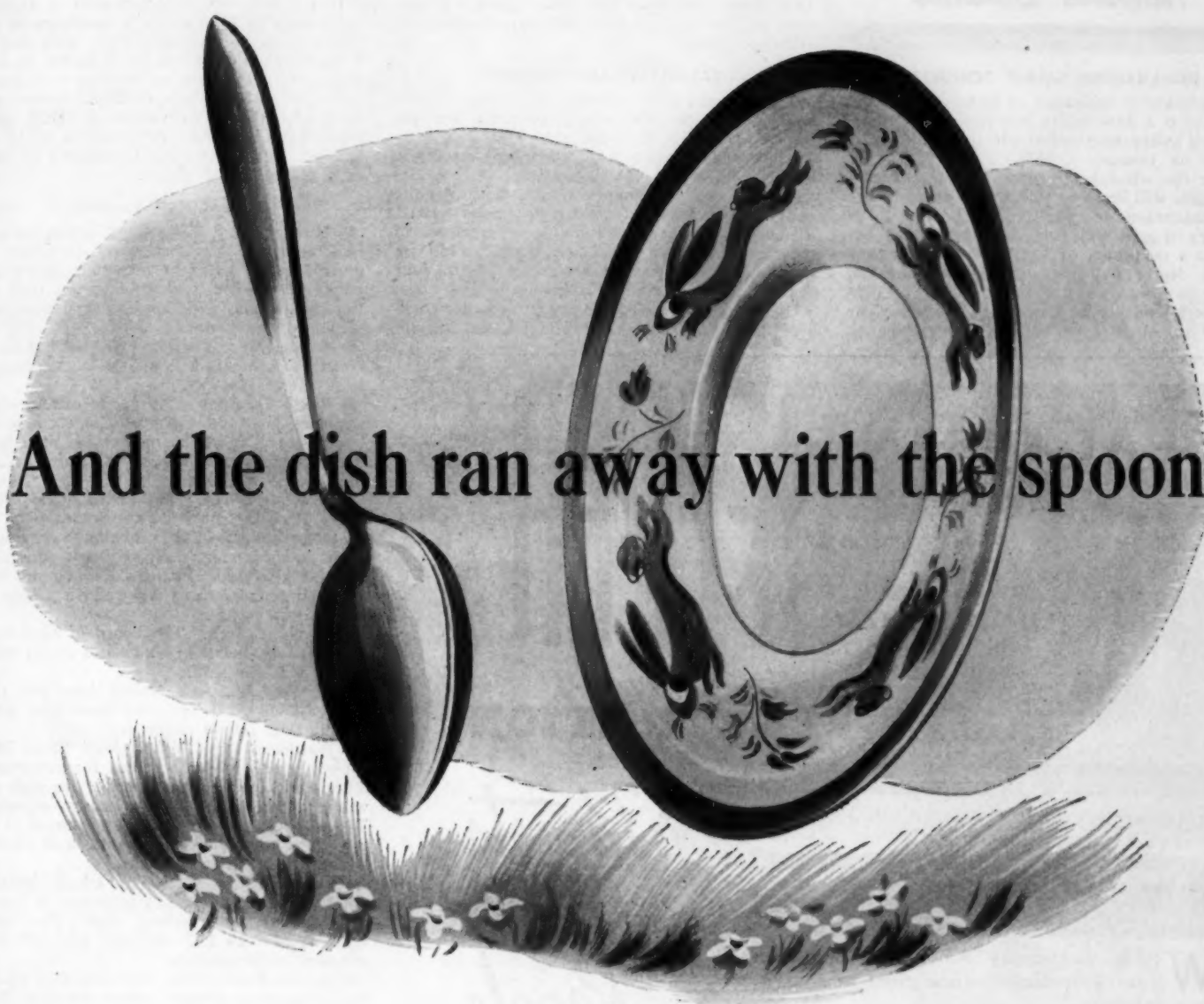
High school gymnasium, commercial affairs, \$30; admission affairs for charitable and church groups and for sponsored basketball league nonadmission games, \$10.

Elementary school gymnasium, commercial affairs, \$20; admission affairs for charitable and church groups and for sponsored basketball league nonadmission affairs, \$10; rehearsals, \$5.

Special permits will be issued for P.T.A. meetings, Boy Scout and Girl Scout activities, Red Cross and Civilian Defense groups at fees to be fixed by the committee on schools.

► Garden City, Mich. The school board has employed Dr. Ward G. Reeder, of Ohio State University to conduct a survey of the city school system.

► Chelsea, Mass. The school board has revised its rules to eliminate subcommittee meetings in connection with regular board meetings. In the future, all subcommittee meetings will be held on the Thursday preceding the first Monday of the month.



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Teachers' Salaries

INDIANAPOLIS SALARY SCHEDULE

► The board of education of Indianapolis, Ind., has adopted a new salary schedule for 1944-45, providing salary increases of \$10 to \$30 a month, effective on January 1, 1945.

Under the schedule, teachers without a bachelor's degree will begin at \$1,800 and will advance to a maximum of \$2,575. Teachers with a bachelor's degree will begin at \$1,800 and advance to a maximum of \$3,000. Teachers with a master's degree will begin at \$1,800 and will advance to a maximum of \$3,150.

Teachers who attain a rating of "superior" or "honor" in April, 1944, will be advanced one

additional step on the schedule. Teachers who attain a rating of "superior" in not less than two items and not less than "good" in any item on the rating analysis will be advanced two additional steps.

SALINAS SALARY SCHEDULE

► The board of education of Salinas, Calif., has adopted a new salary schedule for the teaching staff for the year 1944-45.

The schedule which is intended for elementary, high school, and junior college teachers, provides minimum and maximum salaries, with definite salary increments of \$100 for each year of service. Elementary teachers with previous experience in other school systems will be allowed credit up to two years, high school teachers up to four years and junior college teachers up to five years.

Under the schedule, elementary teachers will begin at \$1,600. They will be allowed annual

increments of \$100 up to a maximum of \$2,500 per year. Teachers in the high schools (grades 9 to 12) will receive a minimum of \$1,800, and increments of \$100 up to a maximum of \$3,100. Teachers in the junior college, with five years' college training, will be paid \$2,000 as a minimum, and increments of \$100 up to a maximum of \$3,200; those with an M.A. degree will be paid \$2,100, and increments of \$100 up to a maximum of \$3,400; those with a Ph.D. degree will be paid \$2,300, and increments of \$100 up to a maximum of \$3,700.

TEACHERS' SALARIES

► Houston, Tex. The school board has authorized Supt. E. E. Oberholtzer to work out a revised salary schedule, providing salary adjustments for teachers who have served their probationary period, and for teachers who will be employed this summer.

► Joplin, Mo. The school board has given increases to 251 teachers and principals, amounting to a total of \$30,906.

► Pittsburg, Kans. The board of education has adopted a new policy, providing for a minimum basic salary schedule, with pay of employees determined upon the basis of training and experience of teachers.

► Beaumont, Tex. The board of education of South Park District has given increases of \$150 a year to members of the teaching staff. For classroom teachers, this yearly pay now runs between \$1,450 and \$2,100. Members of the administrative and maintenance staffs will receive proportionate increases in pay.

► Burchard, Neb. The board of education has given substantial salary increases to all members of the teaching staff.

► Birmingham, Ala. Salary increases, ranging from \$90 to \$153 per year have been given to all full-time school employees.

► Waltham, Mass. The school board has approved a new salary schedule for administrative officers and teaching personnel of the high school, which provides for various salary adjustments. The schedule provides a fixed maximum of \$2,750 for male heads of departments, and \$2,500 for female heads of departments.

► Poplar Bluff, Mo. The school board has voted to give substantial increases in salary to members of the teaching staff. The increases range from 7 to 13.5 per cent, and will become effective in September.

► Stevens Point, Wis. The board of education has adopted a revised salary schedule for the year 1944-45, which provides for the placement of teachers according to training and experience. No teacher in the schedule, unless his salary for 1943-44 is less than the minimum of the schedule, will receive an increase for 1944-45 of more than \$100.

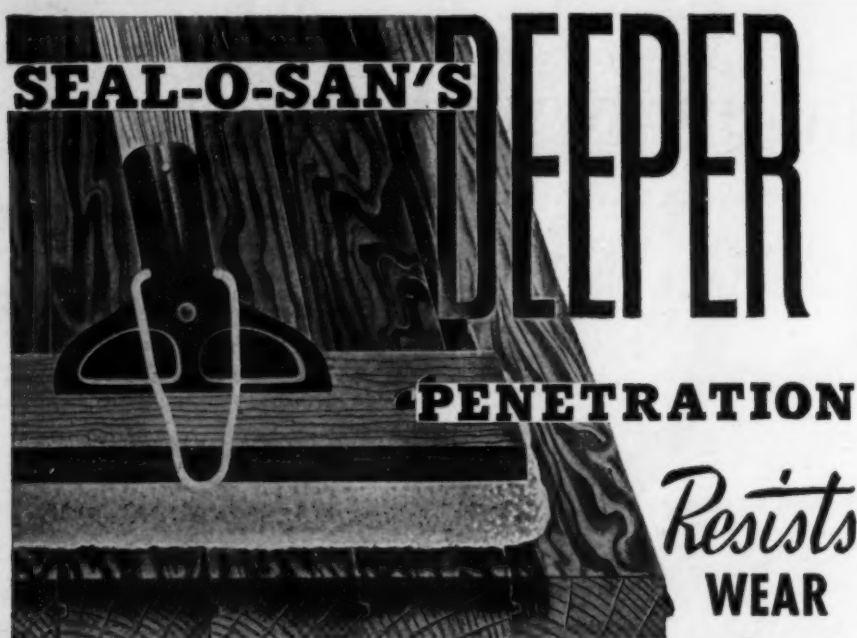
Teachers who do not meet the minimum requirements, if offered contracts with increases in salary, will receive contracts containing a clause requiring added training before the increases will apply.

The cost-of-living bonuses will be continued in force during the next year.

► Janesville, Wis. The school board has adopted a new salary schedule, prepared by the Committee on Teachers and effective for the school year 1944-45. It is planned to shorten the length of time to be used in attaining the top salaries from ten to nine years. A differential of \$200 is allowed between the master's and the bachelor's degrees at all stages of the schedule, to provide maximums of \$1,600 to \$1,700 for teachers with two years' college training, \$1,725 to \$1,875 for teachers with three years' training, \$1,850 to \$2,100 for those with four years' training and \$1,950 to \$2,300 for those with five years' training.

► Peshtigo, Wis. All teachers have been re-elected for the next year at their present salaries. Teachers who complete the school year will be given a 10 per cent bonus.

► Morrison, Ill. The school board has adopted a new salary schedule, providing increases for members of the teaching staff.



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Scene from *Zamboanga*, in the Philippines, one of the many excellent geographical films from Filmosound Library. These are more than mere "travel" films. They are concerned with people, customs, the social aspects . . . as well as with the purely geographic. Thus, geography—on films—is made dramatic, unforgettable.



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School Law

School District Government

The establishment, maintenance, and operation of an efficient system of public free schools is committed by the constitution and the statutes to the school board as an independent local agency as far removed from politics as possible. Va. code of 1942, §§ 611, 611a, 653a1, 656, 657, 698a; and the constitution, §§ 111, 133, 136. — *Board of Supervisors of Chesterfield County v. Chesterfield County School Board*, 28 South-eastern reporter 2d 698, 182 Va. 266.

The board of education possesses the power to reduce salaries at the commencement of the school year, even of permanent employees (including teachers) with tenure, provided there is

reasonable basis for such a reduction and the reduction is not the result of an unreasonable, arbitrary, or capricious act. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

Teachers

A teacher's status is that of an "employee" and the relation between a teacher and a board of education is a relation arising out of a contract. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

A teacher's violation of a school-board rule, forbidding female teachers to marry would not be ground for the termination of the teacher's contract under the Pennsylvania Teachers' Tenure Act, since the board was not empowered to make such a rule. 24 P.S., §§ 338, 1126a, b. — *Goff v. School Dist. of Borough of Shenandoah*, 35 Atlantic reporter 2d 900, 154 Pa. Super. 239,

followed in *Broderick v. School Dist. of Borough of Shenandoah*, 35 Atlantic reporter 2d 902, 154 Pa. Super. 245.

A board of education in fixing the teachers' salary schedule had the power to determine whether any credit should be given for outside experience or to determine within the realm of reasonableness, whether credit should be given for certain types of experience and not others, and the board had the power prospectively to change its policies in regard thereto. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

A reduction in salary of a teacher cannot be made after the beginning of the school year. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

A board of education hiring a new teacher had the right to make a salary rating based on past experience of the prospective teacher, so that when the terms of the contract were fixed by the board and accepted by the teacher, the contract was valid, and the board was without the power to reduce the rating retroactively. — Calif. school code, §§ 5.731, 5.734. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

A board of education has no power to discriminate against any teacher in making a salary classification. — *Aebli v. Board of Education of City and County of San Francisco*, 145 Pacific reporter 2d 601, Calif. App.

Pupils and Discipline of Schools

The primary purpose of the Indiana statute providing for compulsory education of children between the ages of 7 and 16 years and providing for the appointment of an attendance officer is to secure attendance at school of all children between the specified ages, and the provision therein for aid to poor children is to make attendance of such children possible. Burns' annotated statutes, §§ 28-501 to 28-517, 28-512. — *State ex rel. School City of Crawfordsville v. Union Civil Tp. of Montgomery County*, 53 Northeastern reporter 2d 159, Ind.

School authorities were not authorized to require students to participate in a flag salute, upon their refusal to do so based upon religious belief, and where the expulsion was due to failure to participate in the flag salute, the conviction of the children's parents for the violation of a compulsory attendance statute would not be sustained. 24 P.S., § 1430. — *Commonwealth v. Crowley*, 35 Atlantic reporter 2d 744, 154 Pa. Super. 116.

PASSING OF WILLIAM RALL

William Rall, a trustee of the school district of Lindenhurst, N. Y., for 50 years, died April 9, in the Nassau-Suffolk Hospital, after a short illness. He was 80 years of age.

Mr. Rall was active in many local organizations during his long and colorful life. He was a trustee of the Lindenhurst School District for 50 years, and had served as president and clerk of the district school board. He had been a resident of Lindenhurst for 65 years.

Surviving Mr. Rall are six children, Mrs. Carl Voelker, John E. Rall, Emil E. Rall, Fred J. Rall, William H. Rall, Henry A. Rall, and nine grandchildren.

NEWS OF OFFICIALS

► C. L. CRISPIN has been elected president of the grade school board at Belleville, Ill.

► ELMER FREEMAN has been elected business manager and secretary of the school board at Moline, Ill. ALVIN HOAGLAND has been re-elected as superintendent of buildings.

► The school board at Quincy, Ill., has reorganized with DR. H. A. WENDORFF as president, and CHARLES LANE as secretary.

► L. C. WADDILL has been re-elected president of the school board at Canton, Ill. WRIGHT MOSHER has been named clerk.

► The school board at Peru, Ill., has reorganized with JOHN D. LENT as president, and MRS. META ELTER as secretary.

► The school board at Jacksonville, Ill., has reorganized with BEN O. RODHOUSE as president.

► HUGO RODECAST has been elected president of the school board at Litchfield, Ill.

Planning for the Future?

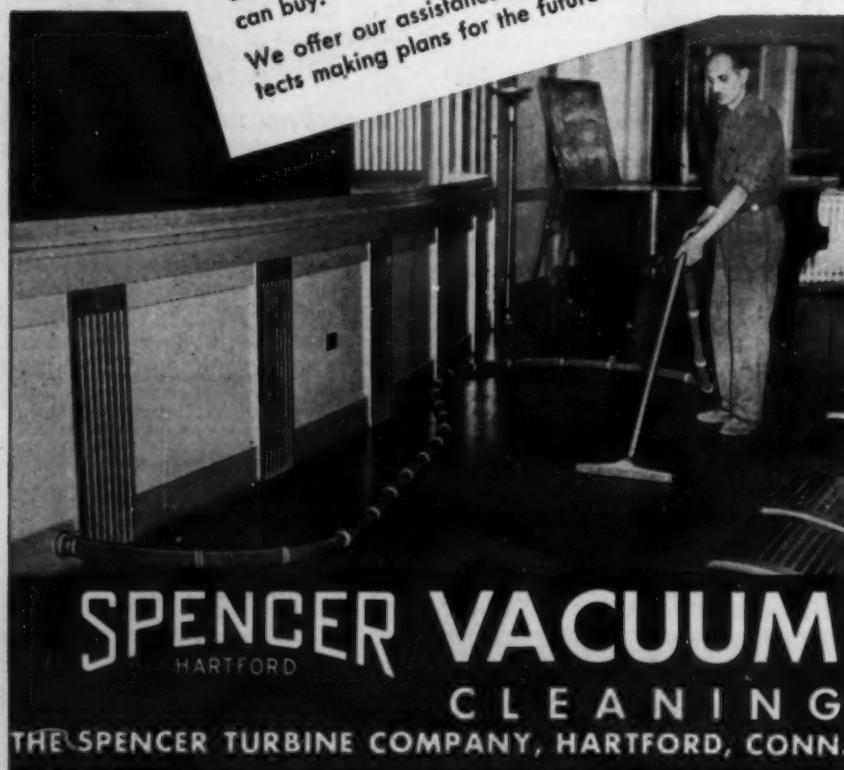
That's what thousands of school executives and architects did during the past quarter-century when they specified Spencer Vacuum Cleaning.

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We offer our assistance to school boards and architects making plans for the future now.



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School Administration News

PROMOTING TOLERANCE

The Massachusetts School Superintendents' Association, through its Committee on Educational Policies, has adopted a resolution for the promotion of tolerance in American life. The statement reads:

"As Americans we cherish the ideals of liberty and justice for all, of equality of all citizens under the Constitution, of the basic rights of freedom of speech, freedom of the press, of religious liberty; yet our nation's history has been marred periodically for a century and a half with dis-

turbing manifestations of prejudice and intolerance. The present era is no exception. Our people of all ages must be taught to judge individuals by their actions, ability, and worth and not by qualities attributed to the groups to which they belong by accident of birth or environment. The Educational Policies Committee believes that the theme of this conference is most timely, that the present is the appropriate time to control disharmony by the promotion of tolerance in our communities through cooperative programs organized in the schools, in the churches, in the civic and social agencies, in the press, and on the radio. As superintendents of schools we share in this responsibility not only in the schools but in every activity in the community which can be affected by education. We recommend, therefore, that united action be taken now in cooperation with the state department of education to organ-

ize a program of tolerance in every community for the elimination of prejudice by the development of better intercultural relationships and understanding."

NO RELAXATION OF RESTRICTIONS ON SCHOOL-BUS OPERATION

The Office of Defense Transportation has announced that under present conditions there will be no relaxation of conservation efforts in school-bus operation. Supplies of equipment, tires, gasoline, and replacement parts are still sharply limited, according to the ODT.

It was pointed out that the conservation policy affecting transportation by motor bus has saved about 150,000,000 school-bus miles annually. Some new school buses are being manufactured and released, but the very small number available is sufficient to replace only those that are causing children to be absent from school.

The saving of school-bus miles annually, it is pointed out, is an important contribution to the war program and is essential to further savings which should be made by those school units which have not limited school-bus service to that called for in November, 1942.

COURSE ON "WAYS OF LIVING IN DIFFERENT REGIONS" IN BROCKTON, MASSACHUSETTS

A new fourth-grade course of study in regional geography has been installed this year, after a two-year study-work program on the new material. This course not only meets the social needs of a child living in a world where peoples are brought close to one another because of modern inventions, but is timely since a global war has caused us to be more conscious than ever before of differences in regions.

After the pupils have learned how people live in different parts of our own country, they learn how people live in other regions of the world that are hot and dry, or hot and wet; very, very cold, or temperate; and very low, or very high and mountainous. They discover that in certain respects peoples and ways of living are unlike in different regions of the world. Many of the differences are due to conditions in the regions themselves such as climate, vegetation, altitude, and nearness to the ocean. Yet in certain ways, they discover that people are more alike than different. All peoples are interested in providing necessities of life: food, clothing, shelter, tools, and utensils. All peoples have certain common desires and characteristics such as love of home and love for their children.

The new program aims to foster better understandings and appreciation of peoples of the world. Children come to look upon peoples in different countries as neighbors. This spirit of neighborliness must grow, for there is great need of better understanding among all peoples of the earth.

SCHOOL-BUILDING CONSTRUCTION

Contracts were let during the month of April in 11 states west of the Rockies for 3 new school buildings, to cost \$67,540. During the same period, 17 projects were reported in preliminary stages, at an estimated cost of \$1,334,920.

Dodge reports that in 37 eastern states contracts were let during April for 142 educational buildings, at a total valuation of \$5,390,000.

SCHOOL-BOND SALES

During the month of April, bonds for permanent school improvements were sold in the amount of \$2,035,080. Short-term paper, including tax-anticipation notes, and refunding bonds, were sold in the amount of \$1,074,000.

► COL. HOWARD P. SAVAGE, business manager of the Chicago board of education, died at Hines Memorial Hospital, in Chicago, on May 7, after a week's illness. He attended Lewis Institute and was graduated in engineering from the University of Wisconsin. During World War I, he served overseas as a first lieutenant in the 55th Engineers.

► BERNARD J. KELLY has been elected secretary of the school board at Dunmore, Pa. He succeeds M. J. Ruddy.

► The school board at Hanover, Ill., has reorganized with CHARLES E. THERRIEN as president, and J. J. EADIE as secretary.



HORSE, VICTORY MODEL

With none of the manners or style of show breeds, this horse from the cow country is symbolic of war days, when men and animals are judged by what they do, not by how they look. He is intelligent, compactly put together, well muscled, built to carry a rider through the miles of a long day.

He is a good deal like the Victory model Von Duprin devices, which are made for just one thing . . . to do a hard job well! Built of tough malleable iron, these Von Duprins are sturdy, safe, reliable. In any emergency, under any conditions, they will let the people out of your buildings. They are, in very truth, real Von Duprins.



Publications of Interest to School Business Executives

An Investigation of the Governmental Agencies of the State of Kansas

By Don E. Davis. Paper, 95 pages. Bulletin No. 11, November, 1943. Published by the Kansas State Teachers College, Emporia, Kans.

An analysis of the governmental agencies of the state of Kansas, intended to serve as a guide and a method of comparison. The data obtained includes legal basis, date of creation, authorization, organization, method of financing, duties, and status.

Schoolhousing Adequacy in Oregon, 1940

Prepared by L. E. Marschat. Paper, 44 pages. State Department of Public Instruction, Salem, Ore.

An outline of a modern school planning program. Specific recommendations for improvements to be considered in the years just ahead are: (1) a study of the handicaps faced by school children; (2) an attempt to provide equal educational opportunity for all; and (3) provision for establishing the necessary financial and educational reorganization. It is especially suggested that a Division of Schoolhouse Planning be established as a part of the State Department of Education.

School District Reorganization

By Calvin Grieder. Paper, 30 pages. Published by the Colorado Association of School Boards, Boulder, Colo.

The present time is favorable for the reconstruction of the school district system in Colorado. While the bulletin does not present all the available evidence in favor of reorganization, it does present the most striking and significant data on the crucial need for district reorganization.

The report outlines a plan for school district reorganization, in which the central figures are the utilization of local agencies in the planning of reorganized districts, and the creation of a central agency to execute the plan. Criteria are offered as a guide in developing the administrative and attendance units in the reorganized system. The recommended program is offered as a practical solution of the state's school problem and as a present means of overcoming the difficulties to be encountered.

UL—Symbol of Safety

Paper, 32 pages. Underwriters' Laboratories, 207 East Ohio St., Chicago, Ill.

This booklet tells the impressive story of fifty years of service, rendered by the Underwriters' Laboratories, a non-profit organization, sponsored by the National Board of Fire Underwriters and other groups interested in safeguarding lives and property from the hazards of fire, casualty, and crime.

Characteristics of Some Low Voltage Type

Germicidal Lamps

By Leroy J. Buttolph. Reprinted from the American Association for the Advancement of Science, Nela Park Div., General Electric Co., Cleveland, Ohio.

This pamphlet discusses the radiation characteristics of four germicidal lamps, and gives approximate figures as to their germicidal effectiveness on bacteria, both stationary and air borne.

Supplementary List of Publications of National Bureau of Standards

Paper, 386 pages. Price, 50 cents. Government Printing Office, Washington, D. C.

This list of the Bureau, covering the period from January, 1932, to December, 1941, comprises the complete list of publications, including standard specifications.

FEDERAL SPECIFICATIONS

The Federal Standard Stock Catalog has listed the following:

- SS-C-646. Crayons, 5 cents.
- TT-V-121b. Varnish, spar, 5 cents.
- UU-P-268b. Paper, kraft, wrapping, 5 cents.
- UU-P-388b. Paper, mimeograph, 5 cents.
- VV-M-567. Motor fuel S, 5 cents.
- GG-M-81. Paper-fastening machines and staples, 5 cents.
- GGG-C-57a. Coppers for soldering, 5 cents.
- GGG-C-746a. Cutlery, galley and kitchen, 5 cents.
- GGG-C-751a. Cutters, glass, wheel type, 5 cents.
- GGG-P-351a. Pipe threads, taper, 5 cents.
- O-F-367. Fire extinguishers, hand, portable, 5 cents.
- TT-V-51a. Varnish, asphalt, 5 cents.

NEW BOOKS

Money-Go-Round

By John J. Flobery. Cloth, 189 pages. Price, \$2. J. B. Lippincott Company, Philadelphia, Pa.

The strange story of money, from its earliest known appearance to the present day, is told in this carefully written book addressed to adolescents. The author neglects neither the materials nor the romance nor the economic aspects of making and spending money. His insistence upon honesty as the only policy is persistent.

Effects of the War Upon Colleges, 1943-44

By Henry G. Badger. Paper, 17 pages. Published by the U. S. Office of Education, Washington, D. C.

This report, the second of the U. S. Office of Education, on the effect of the war upon colleges was compiled with information obtained from 888 replies to a questionnaire. The report shows that from October, 1941, to October, 1942, the number of teachers dropped amounted to 6.7 per cent; and in the year ended in October, 1943, the number dropped 5.5 per cent from the 1942 figure. In the nation at large over 12,000 members of college teaching staffs left their positions between the May-June commencement of 1943 and October of the same year. Two thirds of those leaving were men and one third women. At least 13 fields of instruction were represented. In the fall of 1943, the total enrollment of students dropped to 1,120,300, which was 17.9 per cent less than the enrollment for the fall of 1939. Of these students, only 761,630 were nonmilitary. Of the total loss of students, 556,737 were men and 42,126 were women. The total enrollment in the fall of 1943 showed a decrease of 7.3 per cent from the figure of 1942.

Pupil Achievement in Art in Pasadena, California, Schools

Edited by Archie Wedemeyer. Published by the public schools of Pasadena, Calif.

A beautifully produced brochure, containing pictures, designs, and quotations produced by the children and youth in the art department of the Pasadena schools. This brochure portrays human values in art education which cannot be measured by tables of statistics.

The Airplane Power Plant

By Francis Pope & Arthur S. Otis. Cloth, 192 pages, illustrated. \$1.40. Teacher's Manual and Key With Tests, 40 pages, 28 cents. World Book Co., Yonkers 5, N. Y.

The authors of this simple book for high school pupils have a background of classroom teaching and practical experience in aviation. Their former book, *Elements of Aeronautics*, has been well received. The *Airplane Power Plant* explains in simple language with diagrams the structure and operation of the engine, carburetor, propeller, etc. Very little previous knowledge on the part of the student is presumed.

Some things to think about as you plan your *Postwar School*



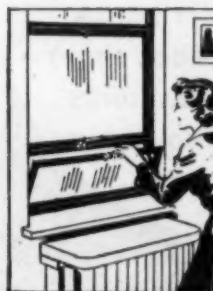
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START AN ARCHITECT ON A POSTWAR PLAN NOW

INTEREST GROWS IN THE SINGLE SALARY SCHEDULE

(Concluded from page 33)

istration that guarantees recognition only for activities which add to a teacher's competence.

Single salary schedules as we now have them may represent a transition period, during which many salary classes recognize the low levels of preparation of some present-day teachers, and during which high school teachers are receiving small

advances while waiting for elementary teachers to reach a comparable status both in preparation and in salaries. Single salary schedules of the future may include fewer salary classes, may provide higher salaries for all teachers, and may lay greater emphasis on the quality of the preparation for which salary recognition may be given.

Sources: Publications of the National Education Association, including the 1939 report of the Committee on Equal Opportunity; the 1940 report of the Committee on Salaries; Educational Research Service Circular No. 2, 1943; and the February, 1943, *Research Bulletin*.

SCHOOL-BUILDING MATERIALS

(Concluded from page 36)

depression there was a drop in union membership; many men entered other occupations, and other reasons helped lessen the number of men available. Except in a few localities, there has been little or no training of apprentices. There is no doubt in my mind that all these factors will make the shortage of competent mechanics acute. This may lead to work stoppage and increased costs.

It is my recommendation that immediate studies be made of postwar requirements and that professional services be engaged to join with the educational executives in these studies. Plans should be prepared and available for use as soon as market and labor conditions permit. If such a program is put into action as soon as possible, the new school buildings will be available when needed, and the troubles of a highly competitive building period will be avoided. All indications are that government officials will give the schools the "green light" before many other groups. As a matter of economy alone, school authorities are urged to prepare and to build as soon as possible.

ST. LOUIS PARK SCHOOLS GEARED TO THE WAR EFFORT

The public schools of St. Louis Park, Minn., under the direction of Laurance Evans, superintendent of schools, have effected changes in the school program to meet war conditions.

In the high school the curriculum has been slightly revised, to give emphasis to mathematics and science, to increase participation of boys in the "V" programs of the armed forces, to offer additional required information and skill techniques in connection with preflight and glider courses, and to help the increased number of students working on part-time schedules.

Under the leadership of the visual-aids director, the pupils are enjoying an unusual visual-audio instruction program. In addition to a "little theater" for the high school, four stations have been assigned for the use of the sound program. Additional projection machines have been made available for the elementary schools. All films are previewed by the teachers and adapted to the course of study, and rated for use.

The children of the public schools have attained a high rating in the collection of waste-paper, sales of war bonds and stamps, and Red Cross collections.

The board of education is cooperating with the village planning board and the village council in a postwar building program, to provide (1) suitable sites for educational housing, (2) construction plans, (3) development of playground areas and a community system of park and recreation centers, and (4) over and under passes for the railroads and highways which have traffic dangers.

The board is sponsoring a hot-lunch program, formerly conducted under the direction of the parent-teacher association and WPA. The program, which is receiving federal reimbursement, offers complete type A lunches to all school children each day, at the low cost of ten cents. An appetizing, nutritious, and low-cost meal is available to students, and has been responsible for gains in weight, attendance, and school marks.

Sheldon

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Here is a brochure that deals in ideas — ideas which may or may not be used in tomorrow's classrooms. Here men with practical ideas were given the opportunity to plan classroom equipment without being tied down by tradition or convention. The result of this experiment we know you will find interesting; particularly so to School Administrators, Architects and Teachers who are planning tomorrow's classrooms. Essentially, here is a presentation that forgets the past, deals with tomorrow's problems, and dares to suggest new and revolutionary ideas for your consideration. Write today for your copy.

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Six firms have been given a free license under Bausch & Lomb patents to manufacture binoculars for our armed forces and our allies. This includes the use of drawings and full access to production methods, including training in our factories.



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When war came to this nation, even the greatly expanded facilities of Bausch & Lomb could not meet the urgent demands for binoculars as well as the range finders and other military instruments which only this company was equipped to produce. There was a tremendously increased need, too, for optical instruments of the utmost precision for industrial research and control . . . that our fighting men might have fighting tools second to none.

Faced with this situation, Bausch & Lomb at once increased its own binocular production more than twelve hundred percent and multiplied its effectiveness by making its specifications and production experience available to six other manufacturers.

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and supplies the fine optical glass which goes into lenses and prisms not only of the binoculars this company manufactures, but into those of others as well.

By expanding its glass plant and by sharing its knowledge, Bausch & Lomb is making possible an uninterrupted supply of optical instruments which are necessary to America's Armed Forces.

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FABER**

FINE WRITING MATERIALS
SINCE 1849

THE ROLE OF INDUSTRIAL EDUCATION IN THE POSTWAR PERIOD

(Concluded from page 19)

that joint committees have helped America to maximum use of materials, machinery, and man power. The reason, in my judgment, lies in the simple word, *teamwork*. The teamwork between labor, management, and government is striking proof of the virility of the democratic system. Such teamwork is our best answer to those who say a free society cannot survive in tomorrow's world. The war has made us tap our powers of voluntary cooperation. The resulting surge of energy will carry America to a glorious future." It is by adopting and acting upon this philosophy of cooperation that the public school has its great opportunity to aid in advancing the welfare of the future.

ARE THEY ELIGIBLE FOR A HIGH SCHOOL DIPLOMA?

(Concluded from page 25)

Center, we then find that he is short but one semester hour or one tenth of a unit. Since it is necessary that he complete the United States history and civics requirement and thereby gain another ten semester hours' credit, he has ample credit for graduation. He must, though, complete the United States history and civics requirement (by correspondence) before we will grant him a diploma.

No attempt is made to give the student a grade for the work he has carried on at some other institution of learning. We could not give the student a grade even if we wanted to because most of the letters received do not tell the grade of work done but only certify as to whether it is passing or not. In the event the transcripts are forwarded on to a college or university the service record is merely appended to the high school record.

Looking to the Future

Not only should the serviceman be given every opportunity to become a high school graduate but he must be encouraged. The serviceman of today is our citizen of tomorrow.

If the serviceman is not a high school graduate, he is certain to regret it. How many of the boys from your school, now in the army or navy, have come back and told you how much they have regretted not having been able to finish their high school career. Every indication points to the fact that if these boys have to come back to high school for more education when the war is over; their formal school training has stopped.

► Mrs. W. S. RAWLINGS was elected president and Dr. R. M. BLAKELY secretary, of the school board at Little Rock, Ark.

► ELLSWORTH B. BUCK, former president of the New York City board of education, has retired from the board after several years of service. Mr. Buck is a candidate on the Republican ticket as a member of Congress in the eleventh congressional district.

Professional Directory

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The constantly growing demand for entertainment films by schools accounts for the fact that a great many projectors in America's schools and colleges are used in showing films for amusement as well as education.

Since many entertainment films are available, while reasonably new, only on 35 mm. film, the installation of much 35 mm. equipment in school auditoriums in the post-war period is certain. Definitely superior projection and sound are possible with 35 mm. film and equipment. Educators, as well as theatremen, recognize

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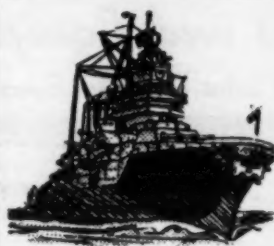
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- Tablet Arm Chairs
- Silent Giant Desks

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new post-war catalog of
school furniture when published.



Dept. A

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers.

EASTMAN CLASSROOM FILMS

The University of Chicago has accepted a gift of the Eastman Classroom Films, with its vast library of silent educational movies, from the Eastman Kodak Company. The acquisition comprises some 300 reels of film for exclusive classroom use and represents an investment of more than a million dollars. The new library will be combined with the 200-reel sound film collection of Erpi Classroom Films, which was acquired recently by the University from the Western Electric Company.

Encyclopaedia Britannica Films, Inc., 1841 Broadway, New York 23, N. Y.

For brief reference use ASBJ-610.

UNIHEAD

A universally adjustable work head for use with the Delta Toolmaker Grinder and other grinding machines is described and illustrated in an attractive circular. It is claimed as a marvel of convenience and accuracy.

The Delta Manufacturing Company, Milwaukee 1, Wisconsin, U. S. A.

For brief reference use ASBJ-611.

CALCIUM CHLORIDE

The season for melting ice by the use of calcium chloride has passed, but Wyandotte have many attractive circulars describing the many uses of their product. Dust laying, first aid, fire protection, and refrigeration brine are among the many varied applications described.

Wyandotte Chemicals Corporation, Michigan Alkali and J. B. Ford Divisions, Wyandotte, Mich.

For brief reference use ASBJ-612.

CLASSROOM LIGHTING

The Admiral, Commodore, and Commander red spot lighting fixtures are again presented in catalog 44-S, which arrives, accompanied by a fine booklet on classroom lighting, from F. W. Wakefield Brass Company. Profusely illustrated, the brochure answers many lighting problems. The source of the material is given and is authoritative. Recommended practices for school-room lighting are set up—study rooms, classrooms, libraries, and general lighting of school-room installations lend interest.

The F. W. Wakefield Brass Company, Vermillion, Ohio.

For brief reference use ASBJ-613.

ALL PURPOSE DRY TEMPERA

How to use Alphacolor All Purpose Dry Tempera is graphically told in a recent circular covering this material. Many uses are found for this versatile addition to the student's art equipment; it is especially effective for textile painting. Among the other uses are finger painting, block printing, and dry stenciling. Each process is fully described, the circular telling how to proceed.

Weber Costello Company, Chicago Heights, Ill.

For brief reference use ASBJ-614.

FLOOR DEWAXING

Save labor! Anybody who has wrestled with badly soiled waxed linoleum or wood floors knows what a job it is to dewax them. Wyandotte F-100 is ideal for this purpose because it loosens wax without hard rubbing. Three or four tablespoonfuls of F-100 in a gallon of warm water peel off old wax like magic with easy mopping, leaving the surface clean and ready for fresh waxing. It does not discolor, dull, or soften the surface of tiles or linoleum. Being only mildly alkaline, it is easy on the hands. The pine oil in F-100 has the quality of killing pathogenic organ-

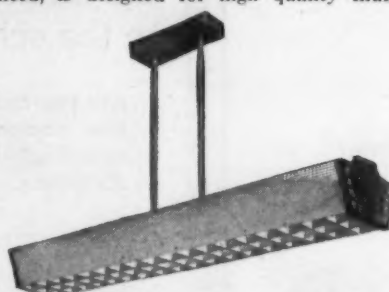
isms, even those deeply infesting wood floors.

Wyandotte Chemicals Corporation, Wyandotte, Mich.

For brief reference use ASBJ-615.

WAKEFIELD BEACON LIGHTS AVAILABLE

War Production Board has relaxed its prohibition on manufacturing fluorescent lighting equipment for drafting rooms in schools and offices. The Wakefield Beacon unit, now announced, is designed for high quality illumination,



Wakefield Lowered School Unit

tion, using etched ribbed glass for side panels to prevent glare and open louvers in the bottom of the unit to prevent direct view of the lamp.

The F. W. Wakefield Brass Company, Vermillion, Ohio.

For brief reference use ASBJ-616.

BROWN NEW SCHOOL COURSES

Final applications are now being received by the Brown Instrument Co. Training School Division, Philadelphia, Pa., for the second 1944 industrial instrument maintenance and repair courses, May 8 to August 4. Instruction is offered by the Brown Company gratis to customers who wish to send students to any of the various classes which run consecutively up to the closing date.

Application should be made direct to the company.

For brief reference use ASBJ-617.

OMPS BRINGS MOVIES TO BOYS IN SOUTH PACIFIC

All over the vast battle area of the South Pacific, America's fighting forces are getting a taste and touch of home through the motion pictures supplied by the Overseas Motion Picture Services Exchange, based at Hawaii.

In the days following Pearl Harbor the 16mm. motion-picture field was limited. The few projectors were mostly in the educational field; films were not plentiful and entertainment subjects were scarce.

The need for this form of entertainment was recognized by the Army and in May, 1942, the Hawaiian branch of the OMPS was inaugurated with Captain Arthur C. Hilliger as Special Service Officer, a progressive officer who foresaw the demands and requirements for 16mm. equipment and films by the services, both as entertainment and training media.

Motion Picture Enterprises, distributors of Victor Animatograph Corporation, enthusiastically responded to Captain Hilliger's appeal and urgent messages to the mainland, and soon brought results in equipment, films, and accessories.

Victor Animatograph Corp., Davenport, Iowa.

For brief reference use ASBJ-618.

BLUE LIST PICTURES

The 1944 catalog of Selected Motion Pictures, The Blue List, 16mm., sound and silent, an interesting compilation, reaches us. Listed are movies to help win the war, instructional, recreational,

entertainment, and foreign language films.

Brandon Films, Inc., 1600 Broadway, New York City, N. Y.

For brief reference use ASBJ-619.

REMINGTON RAND AWARD

The Army-Navy Production Award, as a result of excellence in the manufacture of war materials has been given to Remington Rand, Inc., "C" Division, Syracuse, N. Y. They are now privileged to fly the pennant and their employees will be given Army-Navy "E" pins.

CAMPUS PLANNING ORGANIZATION

Arthur F. Fitzgerald, land planner until recently with the Chicago Plan Commission, has joined the executive staff of the Robert Bruce Harris, Chicago landscape architectural organization. Nationally recognized, the Harris office is a leader in the postwar planning of school and college campuses, playgrounds, and recreational centers.

ANOTHER "E" AWARD

Warren Webster & Company, Camden, N. J., has added a second white star to its Army-Navy Production Award Flag for achievement in the production of war material. The award signifies that Webster has maintained the fine record which first earned them distinction. Warren Webster & Company is manufacturing parts for artillery ammunition in addition to heating equipment for army-navy and war-production installations.

WESTINGHOUSE SCHOLARSHIP WINNERS

Ten George Westinghouse scholarships, each valued at \$1,850, have been awarded to top-ranking seniors in high schools from coast to coast. The winners will attend the College of Engineering of Carnegie Institute of Technology.

The selections were made from among 684 candidates in the competition sponsored by the Westinghouse Electric and Manufacturing Company. Recipients of the awards were chosen on the basis of mental ability, aptitude for engineering, and qualities of leadership and personality.

Scholarships for winners who enter the armed services will be held until they return.

After the Meeting

In the School Lockers Too!

The Trustee, organ of the Montana School Boards Association, prints the following opinion from the Montana state attorney general:

"Question: May a game warden make a search of lockers to discover whether big game is stored therein in violation of the fish and game laws?"

"Held: An officer may make a search and seizure without a warrant when he has probable cause to believe that an offense is being committed."

Why the Professor Was Peeved

Convention Chairman (introducing speaker): If I tried to explain the intricacies of the progressive education program, I should only display my ignorance. I prefer to leave this to our guest speaker, Professor Blank.

Thankful

The small boy had just started school, and after a week he said: "Mummy, the teacher asked me all about you and daddy, and if I had any brothers and sisters."

"I'm glad to see her taking so much interest," replied the mother. "What did you tell her?"

"I said I was an only child."

"And what did she say to that?" asked the mother.

"Oh, just 'Thank heaven.'" — Ex.

Result Reported

"Jimmy, what became of that little pie I made for you yesterday?"

"I took it to school and gave it to the teacher."

"That was generous of you. Did she eat it?"

"I guess so. She wasn't at school today."

THE CYNICAL TEACHER

(Concluded from page 42)

mining which suggestions brought by teachers should be carried out and which rejected or held in abeyance. Whether he accepts or rejects, his attitude should express grateful appreciation and intelligent appraisal of educational merits. Praise of a proposal should not be bestowed carelessly. Disagreements will arise until teachers become aware of the standards, the philosophy of education, that influence his judgment. His object at all times is to improve the quality of education, and whatever promises to help the education of the students he is honor bound to support.

To Summarize

Cynics are to be found in schools of any size. It would be a mistake to exaggerate their number or their unwholesome influence. Actually such teachers constitute a small though not negligible minority who make up in noise what they lack in numbers. Discontent when it is recurrent, when it seems to spread, is a symptom that should not be lightly ignored by the principal. He should do more than look into the matter; he should take action which is constructive and efficacious. Grievances, complaints, dissatisfaction, a sense of injustice, evidence of disharmony or inefficiency—these are storm signals. If the administrator overlooks them he is making a serious mistake. If he is a student of human nature, he will regard these symptoms as an opportunity to develop friendlier relations with his personnel. Second, such manifestations of discontent are valuable in making clear areas in which the school is weak or is functioning poorly. The principal can demonstrate his good faith by

copied successfully with educational problems as they arise. Third, he can win the loyalty of his teachers by staunchly supporting them in time of need. Fourth, he can maintain his equanimity by deliberately forgetting peevish, ill-considered outbursts. Fifth, he can suavely discourage talebearers and their reports. Such reports are usually biased, emotionally colored. Sixth, he must maintain an Olympian sense of humor; the chuckle of good nature for the weaknesses of his subordinates will save him from brooding on the "treachery" and "ingratitude" of teachers. Laughter is the best tonic for mental health and for managing the school in the interests of the students and it is the last that matters.

MISSOURI SCHOOL BOARDS MEET IN JEFFERSON CITY

The Missouri Association of School Boards held its annual meeting in Jefferson City, on April 20, with more than 150 school-board members in attendance. A feature of the day's program was a discussion of the proposed Missouri constitution, with emphasis on the education platforms. L. E. Meador, of Drury College, led the discussion. Another session on problems facing education in the state was handled by staff members of the State Department of Education, and presided over by Roy Scantlin, state superintendent.

The meeting closed with the election of officers for the year 1944-45: president, Frank L. Wright, Webster Groves; vice-president, Butler Dismar, Kansas City; secretary, Mrs. Ella Mae Flippin.

WISCONSIN SCHOOL BOARDS MEET IN MILWAUKEE

Schoolmen of Wisconsin viewed the future of education on April 21 and 22, when members of the Wisconsin Association of School Administrators and the Wisconsin Association of School Boards met jointly in Milwaukee.

Dr. Harry Allen Overstreet, of New York, speaking on the obligations of teachers, said that "American educators must contribute two principles in education—the American idea of individual freedom and the idea of union of sovereignties. We must show the rest of the world the effectiveness of *E Pluribus Unum*."

Dean Frank O. Holt, of Madison urged the educators to evaluate their programs in the light of the world chaos. He said: "It is an American tradition that parents want to do better for their children than their parents were able to do for them. Americans continue in their faith that they can best help their children through educational opportunities."

Mrs. Dorothy Waldo Phillips, of Lansdowne, Pa., speaking on "Human Engineering," advised educators to study the desires and needs of youth. She advised school boards to invite students to their meetings, and to discuss with them the problems of the day. Dr. Clark G. Kuebler, of Ripon College, called for a "tougher" educational program, with emphasis upon aims, rather than methods. V. E. Kimball, of Madison, said that it is important that Wisconsin voters elect to the legislature members who are interested in promoting the welfare of education.

Dr. Glen Eye, of Madison, urged that health, physical fitness, and guidance receive more attention in the educational programs. Dr. Eye urged a unified system of education for the public schools of Wisconsin.

The school administrators elected the following new officers: president, Supt. Harley Powell, Watertown; vice-president, Supt. T. H. Boebel, Medford; secretary-treasurer, Supt. W. F. Waterpool, Marinette.

COMING CONVENTIONS

June 20-30. Pennsylvania Vocational Association at Eagles Mere. Headquarters, Forest Inn. Henry S. Brunner, State College, secretary. Exhibits, Henry S. Brunner.

July 3-7. National Education Association at Pittsburgh, Pa. Headquarters, William Penn Hotel. William E. Givens, 1201—16th St. N.W., Washington, D. C., secretary. Exhibits, Harold A. Allen, Washington.

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When the Victory Volunteer comes to you and asks you to buy extra Bonds, think how much you'd give to have this War over and done.

Then remember that you're not *giving* anything. You're simply *lending* money—putting it in the best investment in the world.



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AMERICAN SCHOOL BOARD JOURNAL

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